Canadian Home Economics Journal

Revue Canadienne d'Economie Familiale

Summer 1983 Volume 33, No. 3

Eté 1983 Volume 33, No 3

Managing Careers

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CHEA CONFERENCE '83
CONGRÈS de l'ACEF '83

La famille: regards sur hier et demain

Family Resources: Looking Back to Plan Ahead

TM

July 10th - 14th, 1983
Saint John, New Brunswick

Du 10 au 14 juillet 1983
Saint John, Nouveau-Brunswick

CHEA CONFERENCE 1983 PLANNING COMMITTEE: Standing left to right: Roberta LeBlanc, Exhibits; Nancy Cook, Program; Janet Nice, Printing; Marion MacEachern, Tours; Anne Lowe, Chairperson; Ann Wade, Meals; Fernande Belliveau, Registration; Barb Lordly, Special Events; Heather Zinck, Hospitality. Seated, left to right: Martine Bernard, Publicity; Marilyn Upton, Tours; Terry Smith, Secretary; Sylvia Swanton, Special Groups & Board Meetings; Kay Johnston, Program & Pre-Publicity; Mary Losier-Roderick, Treasurer & Special Groups & Board Meetings. Absent: Cindy McGibbon, Hotel Liaison; Cathy Peck, Pre- & Post Conference; Colette Martin, Translation; Carmen Babineau, Registration.

The CHEA Conference '83 Committee composed of CHEA members from all over New Brunswick is pleased to extend to you, our colleagues and associates, an invitation to attend the annual conference of CHEA which for the first time in 25 Years will be held in Canada's picture province in the first incorporated city Saint John, July 10 - 14, 1983

1983 is the 200th Anniversary of the founding of Saint John by the United Empire Loyalists. The Bicentennial Logo the Sea Gulls, was used with our theme Family Resources: Looking Back to Plan Ahead. The planning committee chose the theme to reflect on the significance of our past as we examine family resources in times of transition. An exciting and varied program has been developed which we feel will stimulate, entertain and assist with your professional development as a Home Economist? There will be a full range of opportunities for dialogue at formal and informal levels.

In order to facilitate communication among our colleagues, we are providing simultaneous translation at keynote sessions and CHEA special meetings such as Annual Meeting, Issue Forum, Awards Luncheon.

Many informative exhibits featuring products and services of special interest to you will be displayed at the exciting new Saint John Trade and Convention Center at historical Market Square in the heart of Saint John on the Harbour.

This center is connected by walkways to our Convention Hotel, the Delta Brunswick Inn.

Pre Conference workshops will allow Home Economists to pursue activities in Education and International Development. We will welcome International students to our conference following the workshop in Moncton.

We hope you will remain in our province following the Conference to participate in Loyalist Days or join a post conference tour. These tours have been designed to show off our Maritime Hospitality, our charming old architecture, our crafts and beautiful coastline.

Please join us on July 10; in sunny Saint John, New Brunswick.

Ann C. Lowe

Chairperson
Conference '83

Le comité du congrès '83 de l'ACEF, formé de membres provenant de différents coins de la province du Nouveau-Brunswick, est heureux de vous inviter pour la première fois en 25 ans au congrès annuel de l'ACEF. Ce congrès aura lieu du 10 au 14 juillet 1983 à Saint John, Nouveau-Brunswick, une des plus anciénnes villes canadiennes.

L'année 1983 marque le 200ième anniversaire de la fondation de Saint John par l'empire unie des loyalistes. Le comité organisateur s'est inspiré des goélans, symbole du bi-centenaire, pour établier le thème du congrès "La famille: Regards sur hier et demain". Ce thème veut mettre en valeur l'étude de nos ressources familiales en cette période de transition à la lumière de notre passé. A cette fin, avons conçu un programme qui, nous le croyons, sera à la fois stimulant et divertissant tout en contribuant à notre developpement professionnel. Il offrira par ailleurs, plusieurs occasions d'échanger de façon formelle et informelle avec nos collègues.

Afin de faciliter la communication nous fournirons la traduction simultanée lors des sessions principales, et aux réunions spéciales de l'ACEF telles que la réunion annuelle, le forum sur les questions en litige et pour le banquet en l'honneur des boursiers.

Le tout nouveau Saint John Trade and Convention Center abritera nos nombreuses expositions regroupant des produits et des services qui nous seront d'un intérêt particulier.

Les ateliers pré-congrès permettront aux économistes familiaux de participer à des activitées dans le domaine de l'éducation et du développement international. L'atelier sur le développement international se déroulera à Moncton, Nouveau-Brunswick. Suite à cet atelier nous accueillerons les étudiants du tiers monde à notre congrès à Saint John.

Enfin, nous vous invitons à prolonger votre séjour parmi nous en participant aux journée des loyalistes ou à nos randonnées. Celles-ci ont pour but de vous faire profiter de l'hospitalité des maritimes tout en vous permettont d'admirer nos vieilles architectures, notre artisanat et nos rivages et sites des plus pittoresques.

Nous comptons sur votre présence et sommes très heureux de vous accueillir parmi nous à Saint John à compter du 10 juillet 83.

Ann C. Lowe

Présidente
Congrès '83

A Time to Act

Managing Careers

President's Message

Margaret Wallace

Crucial to the happiness and fulfillment of most human beings is the ability to relate to others, to understand, to feel part of the whole. These relationships take many forms, serve many purposes and usually imply obligations on both sides. Some were explored briefly in my previous message, and I simply refer to them again as they are a vital part of the human network, this inter-dependence which permeates our lives. Apart from those links of a highly personal nature and value, professional links, it would appear, play an increasingly important role in the development of career patterns and achievement.

In a profession like ours, rooted in its commitment to the family, skills in communication and management are essential to help fulfil both personal and professional goals. Putting these skills into practice is not always easy. The only way is to keep on learning, to be open in our own approach, not to be discouraged by lack of response or interest, to persist, not to give up. The dilemma most of us face is that of the individual trying to achieve satisfaction as a person, as a successful professional and also very often as a spouse and parent, all at the same time. Overall priorities remain constant, true to self, to professional commitment, to family fulfillment, but the means of achieving these can take many side turns and backward steps.

We hear a great deal about management, the principles and the process applied to many situations. So why not to the matter of careers? For some, a successful career has been and is the top priority by choice, for others by circumstance. Whatever the individual goal in career fulfillment, there are certain fundamental elements, which can be considered part of career management. These involve a clear thinking through of career goals, a realistic assessment of personal strengths and weaknesses, effective job hunting and the determination to make it work. With the present economic situation resulting in many cutbacks, the rapid advance in technology changing the nature of much employment, the vagaries of the political climate, just to survive can be a major undertaking. It is therefore essential to assess our careers, the point at which we are now and the possibilities for the future. For some, there is still a measure of security, for many others that no longer exists. And for the new graduates, it's an uncertain new world.

Some professionals consider the services of management consultants or agents essential to the acquiring of a new position. But most of us are our own agents and have not always used our talents at presenting and selling our professional expertise and experience as fully as we might. If we really try, *we can* do the best job for ourselves, because we know our field so well. We can see its potential in situations involving new technology, the computer explosion, the possibilities in instruction and communication, the political areas, the social concerns to do with families, care of the elderly, day care and families in crisis. Home economists have unique qualities to offer, but these will not be sought out unless we ourselves convince others of their value and particular application. Through the professional links formed with each other at the local, provincial, national and international levels, we can make valuable contacts and keep in touch with trends and present concerns.

Along with the opportunities which can be provided through professional links, certain other qualities such as initiative, courage, self-confidence, good business sense are also of vital importance to keep home economists in the positions for which they are best prepared. New situations are continually developing, and we must be aware, flexible and prepared to adapt our knowledge and experience to accept these challenges.

During the Issue Forum session at the Saint John Conference, we shall consider the reports of the task forces on professional development and its various aspects. We are looking to you as a CHEA member, to debate with us the decisions which must be taken about registration and licensing, the possible pattern for continuing professional education, the overall commitment to our development as professional home economists. It will be a stimulating interchange which we expect to give definite direction to our future as professionals. Why don't you be part of the process? •

Margaret B.C. Wallace

Photo Courtesy Government of Alberta

Focus On: **Managing Careers**

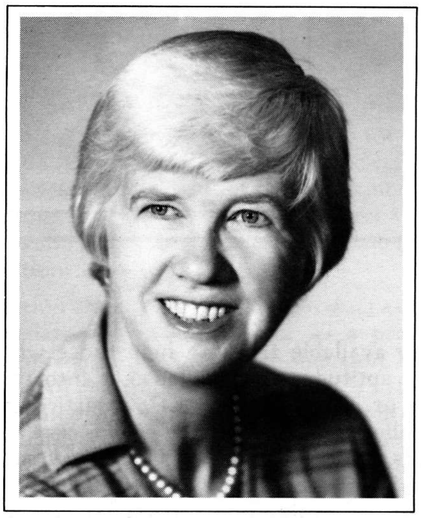
Professional development is characterized
by increased understanding
of the philosophy and mission of one's profession
and of how that profession relates
to society in times of change

May Maskow
CHEJ, Summer 1983

Career Management

Margaret Pope

Guest Editor



My favorite definition of home economics is "education for living," covering, as it does, everything from family life to environmental concerns and the well-being of others in the community. Professionally the scope is broad and presumably a student chooses from a selection of courses those which will help her (or him) towards a career goal; as an educator, dietitian, home economist in business, extension home economist and so on. The Canadian Home Economics Association has a dozen categories of professional membership from which a choice can be made.

Theoretically, the job hunter then capitalizes on her strong points, technical expertise and professional credentials. In today's job market this might be easier said than done, although I personally believe in the axiom that experience (negative or positive) is a great teacher and that even a temporary job can provide a stepping stone to a successful career. Who knows! a sideline has more than once opened up a whole new area of interest and ability.

My own ten-year stint with the CBC as a national consumer commentator resulted from two free-lance items contributed when I was a full-time homemaker who found interest and stimulation in public affairs broadcasting. There is nothing like getting a toe in the door! Having experience in running a home and a master's degree in nutrition also helped.

Career management is an ongoing process and changes with the times, as do our interests and our goals. Since life is both dynamic and unpredictable, other than the obvious acquisition of qualifications, it's not easy to provide guidelines for advancing a career. Still, as the saying goes, "If you don't know where you are going, how will you know when you get there?" Take time now to assess your situation. Are you ready for opportunity when it knocks? Do you really like what you are doing? Is it time for a change? What do you want to be doing in five or ten years from now?

You are the only one who can answer such questions. There are people though who can help you plan for a career change: the personnel director, a career counsellor, your boss among others. And, as in any planning exercise, once you have identified your career goal you will need to develop a course of action and set your priorities for achieving it. Additional training and experience will add lustre to your resumé and boost your confidence. Be realistic and mindful of exigencies and be prepared to modify your strategy from time to time. Keep your options open.

When an opportunity for me, after a decade of broadcasting, arose in a consumer communication program in the government, the option to move was irresistible. There is satisfaction in meeting new challenges and the timing in our family life was appropriate when I opted for change. My children were ready for college and the daytime flexibility broadcasting afforded was no longer an important feature.

My role as a consumer commentator was to create an awareness of change, to bring insights into how new ideas and developing technologies could improve lifestyle. In government, my career has offered a chance to develop a different kind of program, one providing stimulus and support to consumer education in the field of public health. These changes in the activity function from free-lance (own boss!) to manager, and in the broader dimensions of the consumer program provided both challenges and opportunities to expand my abilities and knowledge in a preferred field.

Because message delivery is fundamental in all disciplines and because of my own career path, I have tried to encourage young home economists to become involved in communications in order to provide visible leadership in their own areas of expertise at both local and national levels. Being futures-oriented, I am keeping an eye on one area of personal interest, computer communications. This rapidly expanding technology opens up exciting prospects for careers in home economics communication. Now is the time to explore this option and to plan ahead.

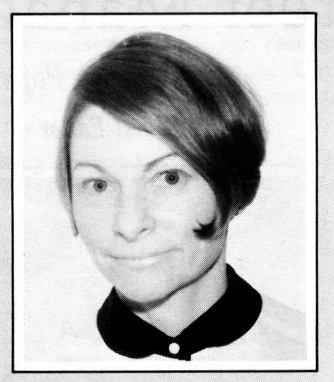
Whether those interested in a career change orient themselves toward potential opportunities of interest consciously or subconsciously, a warm recommendation from a previous employer is a plus not to be overlooked. It's also good for self-esteem.

Finally, the balance between professional life and personal life may be the most difficult aspect to manage. The solution lies with the individuals concerned and needs to be considered in planning career goals. For home economists *quality of life* should be an ultimate aim. ●

Margaret Pope was born in Montreal. She graduated from the University of Toronto with an Honours BA (Home Economics), and an MA. After serving in the Canadian Navy as Tactical Training Officer, WRCNS she worked as a laboratory supervisor with Merck Chemicals, Montreal. For ten years Margaret was a regular panellist on CBC Trans Canada Matinee Quiz and was the CBC Consumer Commentor on "For Consumers", a national network daily radio broadcast from 1960-66. She joined the Food and Drug Directorate (now Health Protection Branch) in 1966 as Consumer Information Officer in Toronto. In 1968 she was appointed Chief, Consumer Division (now Educational Services, Health Protection Branch) with headquarters in Ottawa, and has been Director since 1972.

Career Management in Changing Times

May Maskow



Professional careers have slipped into a new era. With tough economic times, the *baby depression* and new technology affecting the job market; once stable professional careers now rock with uncertainty. This suggests that career management strategies will have to be adopted if professionals are to lead full, satisfying working lives. It also suggests a growth in non-traditional occupations and a need for flexibility on the part of the modern trained professional.

Career management is receiving attention from a wider audience than the business graduate *on the fast track.* Career management is a skill which can be learned and practised. The basics are the same as those for business or financial management: setting goals and objectives, selecting priorities, making decisions, and evaluating progress. Applying management skills to the planning of career strategies can give an edge in tough competition. But when a career is being managed, powerful competing influences make the pathway to success anything but simplistic.

Basically three forces impact on the management of a career: (a) personal influences (aptitudes, needs, and drives); (b) social influences (the pressures of economics, culture and technology), and (c) the influences of the pulls and responsibilities of life at different developmental stages.

Individual aptitudes and drives play a strong part in making a person choose a profession in the first place. They influence how and where a professional will practice. Experience leads to the acquisition of new skills, new interests, and new knowledge of self. Regular self-evaluation thus becomes an important aspect in making ongoing career choices. For example, experience may be needed to assess one's ability and desire to work with people, to work independently, or to work on a team.

Books are available that can help those who want to assess their aptitudes and gain insight into the roots of satisfaction or dissatisfaction with a particular job. The books by Bolles (1972, 1979) are perhaps best known; but many others are on the market. Courses on career management and consultation with career counsellors can also help with formal evaluation of personal abilities and can lead to a knowledge of personal needs a job should fulfill. Self-evaluation in different job functions can be done informally however, and is a key part of the career management process.

Social pressures have a major influence on professional careers. The economy, societal attitudes to work and to working women, new technology, discrimination (age, sex, etc.), and political decisions exert considerable pressure on professions. This has a direct effect on professionals. While individuals have little control over these realities, career decisions are strongly influenced by them.

On the other hand, there are societal misconceptions and myths which need to be addressed and separated from fact. One of these is the notion that the older person cannot learn very well and cannot acquire new skills. Research in fields of industrial gerontology and adult education is giving information and models which are valuable tools for teaching older persons new skills. In short, older persons can learn very well when appropriately designed teaching methods are used. This has significance for a society which has both a rapidly changing technology and an increasing proportion of older persons in the workforce.

What is perhaps most significant for the professional, however, is that much of the literature supports the idea that problem-solving performance declines with age. But a recent research project reported by Charness (1982) indicates that while memory efficiency does decline with age, problem-solving performance that depends heavily on memory continues unimpaired.

The developmental stages of the individual exert other influences on career decisions. Frequently the stage of one's family or career, and one's age may dictate a career move or force immobility. Women professionals often have more responsibility for family management tasks. Nevertheless, decisions about careers have to be made as a part of the overall quest for life satisfaction.

(Continued on page 166)

May Maskow is an independent consultant. She has a B.Ed. from U.B.C. and an M.Sc. from Cornell University. She has worked as a professor and administrator at Ryerson Polytechnical Institute where she has lead in the development of innovative approaches to gerontology. She recently expanded her consulting to the career management of senior employees. Her promotion brochure is entitled "Managing Maturity". Assignments in home economics have taken her to the Caribbean and to Latin America.

Author's Note: This biography was prepared by Trevor Hitner of Hitner Starr Associates, Workplace Consultants in Equal Opportunity, 1124 Queen Street East, Toronto, Ont. M4M 1K2.

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Personal Financial Management

Elaine Barnes

In the tough competitive economic climate of the 80s, home economists generally are well-prepared to take their place as professionals in the business world. They should feel confident that their special skills and abilities will stand them in good stead in their chosen field of work, whether it is in the traditional field or in one of the many exciting new areas to which home economists are now turning their attention.

One area that affects all of us whether or not we are professionally employed is personal financial management and we should be devoting both time and effort to acquire skills and knowledge appropriate to the 80s.

In Canada more women than ever before are employed and are earning better salaries. In 1982 the average Canadian family income was in excess of $29,000.00. A dramatic phenomena of the 80s will be the increase in two-income, professional families in the 25-45 age group with a total family income well above $60,000.00.

With the increasing complexity and uncertainty of our economic world, greater sophistication in financial management skills is a necessity. For many of us, the experiences of the past eighteen months with soaring interest rates and inflation, and decreasing asset values have been enough to generate a sense of urgency about financial planning.

This requires the ability to make decisions with confidence, as well as the organizational skills to implement these decisions efficiently.

I would suggest that there are six basic tools or skill levels necessary, each building in complexity and expertise required:

- Budgets .... Planned and Controlled
- Net Worth........ Calculated and reviewed annually
- Goal Setting .....Directed toward gradual asset acquisition
- Credit/Debt Management
- Personal tax planning
- Investments

• The corner stone of personal financial management is a **well planned budget** which clearly defines your priorities and acknowledges the reality of your income and expenses. A monthly budget sets out basic cost of living; that is those regular, predictable expenses which will continue unless there is a drastic reason to change your lifestyle. This budget also provides a monthly allotment for the predictable expenses which occur intermittently throughout the year. The basic budget worksheet (Figure 1) is an excellent format for designing an individual or family budget.

A budget must be reviewed at least once a year and adjusted to honestly reflect changes in income and expenditures. The budget is the basic tool because it clearly identifies how much money is necessary each month for consumption and how much money is then available to pay debts, build assets, and achieve goals. Without a well designed budget, you are really planning in the dark.

• The second basic tool is a **net worth** statement or a **personal financial inventory** (Figure 2). It is a *snapshot* of your financial situation at a given point in time. By preparing a net worth statement each year at approximately the same date, you can very quickly identify your financial progress. A net worth statement includes a listing of all assets and all liabilities.

Assets may be categorized as:

Liquid Assets — able to be converted to cash quickly and easily with no change in value except the addition of earned interest.

Marketable Assets — can be sold but their value will depend on market conditions and you could suffer a serious loss if forced to sell when market is unfavorable.

Non-Marketable Assets — have value but only can be liquidated or realized under certain specific conditions (i.e. retirement or with a tax assessment).

Personal Property — assets purchased for personal use which could have substantial value but you may be reluctant to realize them.

• The third essential in personal financial management is clearly defined **financial goals**, particularly goals for asset acquisition. For most persons, a primary asset will be personal residential property. In addition, we might list; a well-funded pension, regular RRSP contributions, RHOSP contributions, a sufficient cash reserve to take care of emergencies and the gradual acquisition of other assets which will have the potential for capital gain and/or retirement income. Unless financial goals are clearly defined and a regular savings program is established, the chances are money will slip through your fingers.

The price of excessive consumption today instead of asset acquisition will be a lower standard of living in retirement.

Elaine Barnes obtained a BSc (HEc) from the University of Alberta in 1951 where she later studied toward a master's degree in 1972-74. She was a sessional lecturer in home management at the U of A from 1966-74. For the past 10 years Elaine has been a finance counsellor with the Edmonton Regional Office of Alberta Corporate and Consumer Affairs and is called upon to participate in many financial workshops in the community. In the Summer 1982 *Canadian Home Economics Journal* 32(3), p. 129 she describes her work as an expert witness.

Graphic courtesy of Alberta Agriculture.

Monthly Cost of Living		
Item		**Amount**
Food & non food[2]		
Household Incidentals[2]		
Cigarettes[3]		
Personal Allowances & Recreation[3]		
Transportation	Car-gas[2]	
	Bus or other[2]	
Other Monthly Expenses[3] (i.e. — life insurance, day care, child support, parking)		
Housing[1]		
Utilities[2]		
Clothing[2]		
Drugs[2]		
Irregular Annual		
	Totals	

Monthly Utilities		
Light[2]		
Water and/or Sewage[2]		
Telephone	Local[1]	
	Long-distance[2]	
Natural Gas[2]		
Cable T.V.[1]		
	Total	

Monthly Recreation & Personal Allowance		
Monthly Personal Allowance	Husband[3]	
	Wife[3]	
	Child[3]	
	Child[3]	
Liquor at home[3]		
Recreation/entertainment[3]		
	Total	

Irregular Annual Expenses		
Insurance	Car[1]	
	Life[1]	
	Property[1]	
	Medical[1]	
Annual Holiday[3]		
Christmas/other gifts[3]		
Car Maintenance[2]		
Car License[1]		
Membership fees/dues[1]		
Dental/Optical[2]		
Taxes[1]		
Other		
	Yearly Total	
Monthly Requirement: Total ÷ 12 = ________		

Fill in the three small charts and transfer the totals to the appropriate spaces on the monthly cost of living chart.

[1] Fixed Expenses
[2] Flexible Expenses
[3] Discretionary Expenses

Figure 1. Family Budget Worksheet

To properly priorize your financial goals, you need a clear understanding of the benefits and opportunity costs of devoting a certain portion of your income to each of these goals.

For example, can you priorize the following goals for ourself or your family?

RRSP contribution
Reduce mortgage
Canada Savings Bonds
Further education — self or family
Mutual fund investment
Vacation property
Upgrading your home or furnishings

- The fourth plan in your financial management platform is **credit/debt management**. It is absolutely essential that each person understand the wise use of credit. Credit used for consumer purchases increases interest charges which are not tax deductible. Therefore credit card balances should be kept to a minimum and loan contracts should be in the shortest possible term. Credit used to make some types of investments, however, incurs interest which is tax deductible.

An understanding of the use of debt to make investments and the avoidance of non-deductible interest charges is important. Proper debt management means carefully assessing repayment ability before undertaking any debt commitment. This is particularly important before committing to a mortgage. Those who experienced the frightening mortgage rate increases of 1982/83 will not be quick to forget this experience. One of the most effective techniques for reducing mortgage is to shorten the amortization period when the mortgage is due for renewal.

EXAMPLE:

Mortgage	$75,000.00
Interest	12%

Amortization	**Payment**	**Total Cost of Mortgage**
20 Years	$817.00	$196,154.00
25 Years	$774.00	$232,177.00

The difference between 20 and 25 year amortization is $43.00 per month or $36,023.00 in total.

By examining a mortgage amortization table, you can determine the savings available by shortening the amortization of the mortgage.

- The fifth area of expertise required is **familiarity with Canadian Tax Legislation** as it pertains to individuals.

The **Three D's** of tax planning which should be kept in mind are:

- **Defer** — income from periods of high income to periods of low income when tax assessment should be less. (e.g. RRSP)
- **Deduct** — maximize deductions by utilizing all exemptions and sources of tax-exempt income.
  Example: $1,000.00 earned interest, dividend, capital gain deduction
- **Divide** — split income among family members where possible.
  Example: Interest and investment income divided between spouses. This is particularly important in pre-retirement planning which should begin at age 40.

Because tax legislation changes almost every year at least to a minor extent, it is crucial that each person keeps abreast of these changes. This will require listening to financial news, reading at least one current weekly financial publication, and perhaps discussing your situation with an expert. One other important point — the time for tax planning is throughout the

ASSETS

- **Liquid Assets** **Amount**
  Cash on hand $ ________
  Chequing accounts $ ________
  Savings accounts $ ________
  Term deposits $ ________
  Canada Savings Bonds $ ________
  Cash value of insurance $ ________
  Broker accounts (cash) $ ________
  Other $ ________
  Total liquid assets $ ________

- **Marketable Assets** **Amount**
  Common stock $ ________
  Preferred stock $ ________
  Gov't of Canada Bonds $ ________
  Corporate bonds $ ________
  Municipal or prov. bonds $ ________
  Investment real estate $ ________
  Gold & silver coins, bars, certificates $ ________
  Coll'ns: stamp, coin, art $ ________
  Other $ ________
  Total marketable assets $ ________

- **Non-Marketable Assets** **Amount**
  Equity in pension plan $ ________
  Deferred annuities $ ________
  Profit sharing plan $ ________
  RRSP $ ________
  RHOSP $ ________
  Business interest $ ________
  Non-marketable securities $ ________
  Tax shelters $ ________
  Accounts receivable notes $ ________
  Other $ ________
  Total non-marketable assets $ ________

- **Personal Property** **Amount**
  Primary residence $ ________
  Automobile $ ________
  Household — furniture $ ________
  Jewelry & furs $ ________
  Vacation/property $ ________
  Other $ ________
  Total personal property $ ________

Total Assets $ ________

LIABILITIES

Amount

Amount Owed On:
Mortgage$ ________
Installment contracts $ ________
Charge accounts$ ________
Cash loans$ ________
Life insurance loans$ ________
Unpaid bills$ ________
Other$ ________
Total Liabilities $ ________

NET WORTH =
TOTAL ASSETS - TOTAL LIABILITIES

Date ________________

Figure 2. Personal Financial Inventory

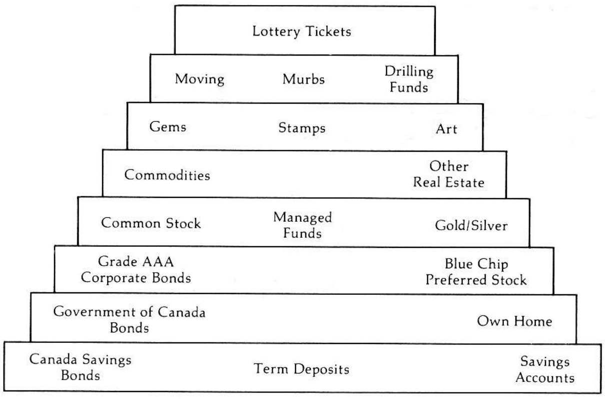

Figure 3. Investment Pyramid

year, not just on February 28th when you suddenly realize that you should invest in an RRSP to reduce last year's income tax. *Proper tax planning is a year long undertaking.* It requires a basic understanding of the benefits available from certain types of investments and savings programs. There are several easily read Canadian books on this subject, which I would strongly recommend. (see bibliography)

- The sixth and most sophisticated requirement to round out knowledge and skills in the area of personal financial management, is a **knowledge of investments**. The range of investments available to Canadians is vast — from lottery tickets to Canada Savings Bonds. In any type of investment there is a certain degree of risk. The greater the risk the greater the potential return on your investment. Every person is different and each of us can tolerate a different degree of risk. No investment is worth sleepless nights or family quarrels. We all must recognize our *comfort zone* for investing and stay within it. *Money invested with any risk inherent in it, must be money which the person can afford to lose.*

In Figure 3 investments are illustrated as a pyramid with successively higher risk going toward the top. A sound foundation of safe investments should be established before venturing into the rarified investment atmosphere near the top of the pyramid.

Before investing in commonly traded securities, it is imperative to have a rudimentary knowledge of the operation of Canadian security markets. Courses are offered in most urban areas as well as through correspondence classes. Television, radio and financial press provide current information. The risks and rewards of investing can be significant but the final responsibility for any decision you make is your own.

Skills and expertise in personal financial planning are not inbred. They must be learned one step at a time. As you feel confident at each level, proceed to the next. As you move from the early years of your career to pre-retirement, the benefits which will accrue from your increasing skills in personal financial planning will multiply. Careful planning and controlling of your finances at each stage of your career prepares you more adequately for the ensuing stages. To the same extent, neglect of financial matters in the early stages of your career can create problems that become much more severe and difficult to undo as time goes on. Why not resolve that 1983 will be the year in which you add expertise in personal financial management to your list of accomplishments? ●

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Income tax & the senior citizen
Income tax & the single parent
A series "You Were Asking" on many subjects
Interpretation bulletins on a wide range of topics

Financial Planning for Retirement

Wayne Cotton

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One of the unfortunate aspects of our educational system is the lack of education or training offered in personal money management and economic development. Many people go through life really never having a good understanding or control of their financial situation. Most individuals have not planned properly to be prepared for the three basic economic hazards — retirement, disability, and death. Any of these circumstances can cause economic havoc unless advance preparation is made and proper steps are taken.

The purpose of this article is to review some of the areas that must be considered by individuals in the 55 and over age group, with respect to financial organization in retirement planning. Many individuals spend their life saving, accumulating, investing and building assets, often without stopping to think about their total financial picture and how it all ties in with their personal objectives and goals. They don't realize how many or how few assets they have accumulated relative to their earnings over the years. Some feel somewhat uncomfortable until they are able to have their situation assessed in terms of their retirement objectives. Detailed budgeting and analysis is not necessarily the answer, **unless it is done with a specific plan in mind**.

Let's examine some of the areas people should consider when they are near or at the point of retirement.

- **Income Flow.** Many people retiring today have sufficient income on which to live. Some do not know how much income *is* enough. It is therefore important to evaluate the cash flow required, and the ability of income-producing assets to meet that requirement. Consider interest and investment income, rental income, pensions (private and government), business interests, part-time employment income. Deficiencies may be met by *triggering* RRSP's or profit-sharing plans.

- **Inflation.** Inflation creates serious problems for those on fixed incomes. Give consideration, however, to the fact that income requirements are dependent to some degree on a person's activity level. Hobbies and travel, for instance, will require funds in the early stages of retirement, but as a person's activity level declines, so does the need for cash. The occasional triggering of RRSP's to annuities, or the injection of government benefits at age 65 will help to provide increased income. As both Canada Pension Plan and Old Age Security provide indexed incomes, the annual increases from this source may be sufficient for individuals in later years.

- **Paycheque Account.** Many people have accumulated assets in several different areas which are providing incomes throughout retirement years. One problem that may occur is best illustrated by an actual example. During a retirement counselling session with a retired widow, we found she had funds in 43 different places. These included bank accounts, Canada Savings Bonds, Term Deposits and RRSP annuities, all of which were providing incomes. As a result, there were a large number of cheques coming to her home every month, along with numerous items requiring her decision. The sheer volume of these items was becoming a problem, so we suggested she open what we refer to as a *paycheque account*. This account was set up at a convenient bank, where her monthly cheques are deposited either by herself, or directly from the financial institution providing the income. Interest allotments, government benefits, annuity payments, and so forth, are all cycled into the paycheque account, on which cheques can be written or cash withdrawn. This system simplifies personal record-keeping substantially. We simplified this person's situation further by amalgamating certain investments where there was no reason to have them separate. As there was too much income, we were able to shelter some of it from tax through rollover provisions allowable in the Tax Act with respect to RRSP annuity income and government benefits.

- **Too Much Income.** There are some individuals who have too much money sitting in the *taxstream*. When the total income from pensions, R.R.S.P. annuities, government benefits, investment and interest income, is more than is actually required, two things occur. First, more taxes than necessary are being paid, and second, the unspent residue is accumulating to create a larger estate. In situations such as this, it is often possible to reorganize the structure of the assets to provide an

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income level closer to the amount desired while reducing the tax payments. A larger net estate for the beneficiaries may result.

• **Taxation on Current Income.** Income tax is a primary consideration in retirement financial planning. Many people are not only paying too much tax today, but also may be deferring tax to future years. Tax deferral is not necessarily advisable, especially from an estate point of view. People who contribute heavily to RRSP's and other deferral vehicles are sometimes unhappily surprised when they learn the government will step in and take a large share when the plans are cashed in or flow to the beneficiaries on the individual's death.

It is also important to ensure that taxation is minimized on current income. One should carefully review all of the available exemptions and deductions. We have seen many instances where a spouse is not taking advantage of either the interest or pension income deduction. Even if a spouse does not have his or her own pension, qualified pension income may be created. For spouses over age 65, there are three ways of accomplishing this:

a) Annuitizing of RRSP's.
b) Section 60(j) rollover of government benefits to an RRSP which is later annuitized.
c) Establish a non-registered annuity in which the annual interest portion of the income may be treated as pension income.

• **Taxation on the Estate.** When the Honorable G. Edgar Bension withdrew the Federal Estate Tax system 10 years ago, many people were surprised that the government would apparently reduce their income. The government, however, ended up collecting more money than before, upon the death of an individual. The major source of increased tax revenue was realized through the imposition of Capital Gains Tax on certain assets. An estate comprised of certain types of property, for example, could be devastated unless sufficient funds are available on death to cover the tax liability. None of us wants our executors to be in the position of having to sell our most liquid (usually the best) assets, possibly at *fire sale* prices, to come up with the necessary cash to pay the tax. The best source of liquid, tax-free funds will come from life insurance. Many seniors have been insuring their lives for this express purpose. Even though the older individual must pay a higher premium than younger people, the cost to pay taxes on death using insurance proceeds is substantially less than it would if other assets were used.

• **Registered Retirement Savings Plans.** There is now more money being deposited to RRSP's in this country than in private pension plans. Most individuals have been using RRSP's to build retirement income, and may continue to deposit throughout retirement years for tax deferral. Many people lack understanding of how to remove money from these plans. The fault lies with the financial institutions offering the plans. All the promotion is designed to get money in, but virtually nothing is said about getting money *out*. It is vital that individuals review their situations with advisors well in advance of when they want the funds to come out, so that they may understand redemption procedures, options available, and the approximate income levels that will be realized. Here are some of the most important points to be considered before actually investing in an RRSP:

- Determine when and how you can get your money out.
- What are your income requirements at retirement?
- How much must be contributed each year so that your income requirements will be met at retirement?
- What will your tax situation be at retirement?
- What are your estate plans, and does the RRSP fit in with these plans?
- Should the RRSP be for you or for your spouse?
- Is your investment personality such that a guaranteed or variable plan may be suitable?
- Do any of the allowable RRSP maturity options fit in with your income and estate plans?

These, and other points must be considered by those in the 55 and over age group, before investing in an RRSP.

• **Your Estate.** It is easier for you to organize your estate now, than it will be for your executor after your death. You should make estate settlement simple for the benefit of your heirs and other beneficiaries. It is natural for individuals to let this area slide, and not to undertake any concrete planning. Organization of the estate will reduce confusion and frustration, and an uncomplicated estate will cost substantially less to settle. Look at your investments. Are they spread amongst many banks, trust companies, and other institutions? Certificates and deposits may come due at different times which can make the situation more complex. Simplification is of the essence. If you simplify your affairs during your lifetime it will make it easier for everyone concerned.

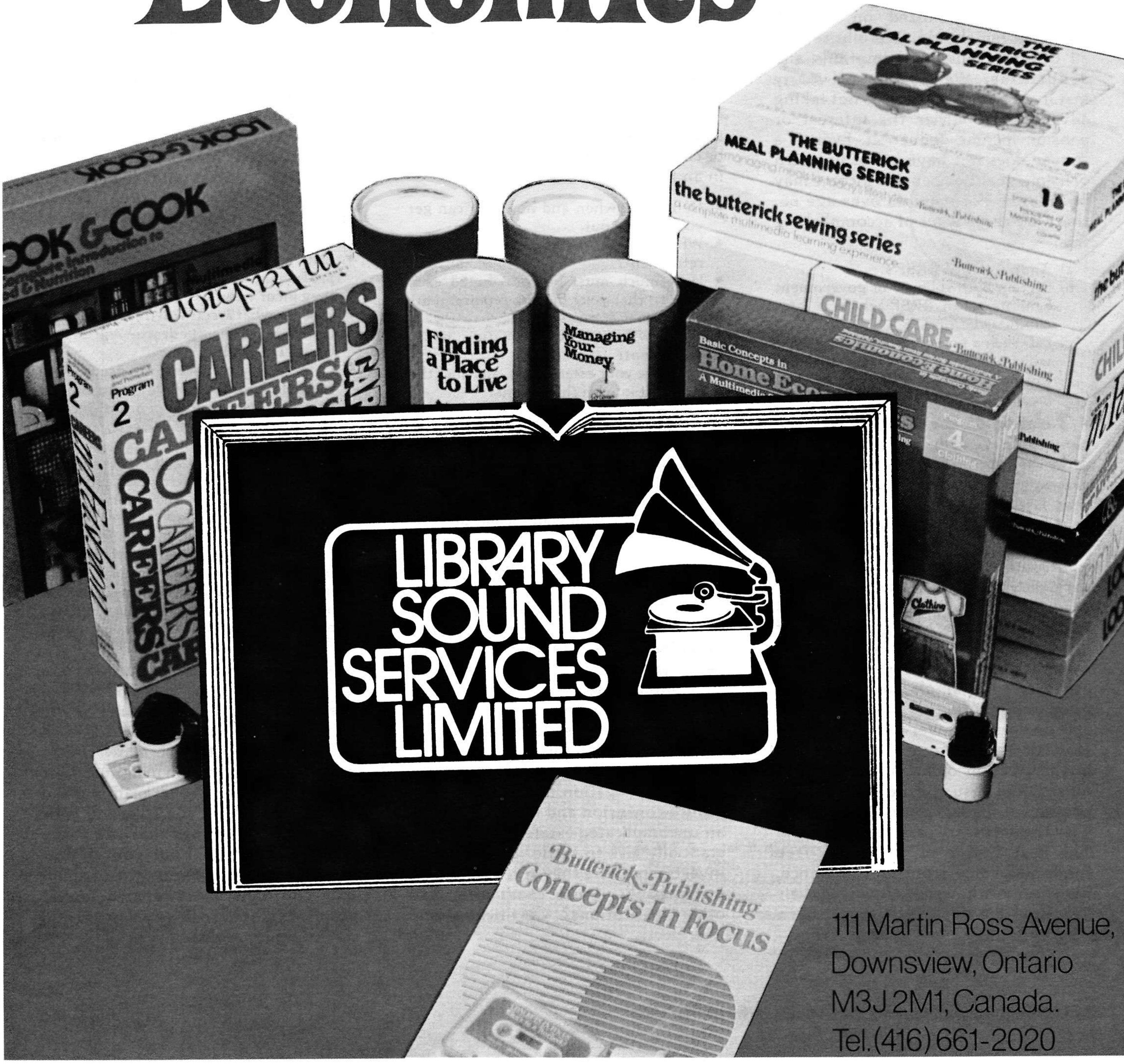
• **Advice.** The field of retirement counselling is fairly new, and it is therefore somewhat difficult to get advice. Chartered accountants, chartered life underwriters, lawyers, and bankers can certainly help — in their own areas of expertise. One of the best methods to find someone specializing in retirement counselling is to attend retirement courses. These are now being offered by many organizations, colleges, and universities. Many employers are now retaining professional retirement counsellors to assist in their own employee retirement seminars. When attending a seminar, you will gain valuable information and possibly find an individual whom you can relate to and talk to about your circumstances. Before you actually sit down with an advisor to discuss your own situation, however, you should come prepared, as the advisor will require specific information. Here is some of the information you should gather:

- List your assets. Are they income-producing? What, if any tax liability do they incur now?
- Discern what assets will transfer to your beneficiaries on your death? Will Capital Gains Tax apply?
- Categorize your assets into groups. For example, you may include among others, personal use assets, pension income assets, interest income assets, and real estate assets.
- Graph your current and future income. The current and future years appear on the horizontal axis, and income on the vertical access. Graph your pension income, investment income (interest, rental income, etc.), government benefits and so on.
- Inventory your RRSP's and insurance. In many cases these items can be left to a named beneficiary thereby bypassing the estate.

It is vital that your spouse be as aware of your situation as you are, both in the financial area and the area of will planning. Annual reviews are also extremely important to allow you to measure your situation in light of your wishes and goals. Proper planning and reviews will allow you to spend your time doing the things that you really want to do throughout your retirement years, with the peace of mind that you have everything in proper order. •

A Fresh Look at
Educational Materials for

Home Economics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Juggling Careers

A View from Both Sides

Benjamin Schlesinger
and
Rachel C. Schlesinger

Abstract

The number of dual-working couples is increasing in Canada in the 1980s. This paper looks at the phenomenon from a personal basis, allowing husband and wife to share their personal viewpoints on this topic. It includes a short statistical overview and a selected review of the literature. The realities and expectations of both spouses are reviewed and some suggestions for positive approaches to handling a dual-working couple's family life are made.

Résumé

Le nombre de couples dont les deux membres travaillent est en augmentation au Canada, depuis les années 80. Dans cet article, nous nous penchons sur ce phénomène croissant, d'un point de vue personnel, laissant au mari et à la femme le soin de partager avec le lecteur leur opinion personnelle sur ce sujet. Une brève perspective statistique y est incluse ainsi qu'un compte-rendu sélectionné de la littérature se rapportant au sujet. Les réalités et les objectifs des deux époux y sont observés et on y suggère quelques approches positives en vue de l'équilibre de la vie familiale du couple dont les deux époux travaillent.

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> *While women continue to have the major responsibilities for housework, they are increasingly encouraged to enter the labour market. Many women are thus holding down two jobs while men have only one place to work. (Pat Armstrong & Hugh Armstrong, 1978, p. 181)*

In January 1983, the results of a Gallup Poll showed that 55% of Canadians believe the family is harmed when the wife works, 4% less than a poll taken in 1973. The 1983 Poll further reveals that a lower percentage, 44% of the 18 to 29 age category, believe that families are harmed by working wives.

Many wives work, and the number has been increasing. Canadian statistics for 1980 reveal that:

- 38.9% of the labor force consists of women.
- 60.4% of the female labor force are married.
- 46.9% of all marriages are two-earner families.
- Working wives contribute one-third of all family incomes.
- Women earn 62% of what men earn.
- 1.6 million children aged 0 to 15 years have working mothers.
- Women do 71.5% of all domestic chores.
- 3.8% of all children under age 2 are in day care.
- 15.7% of all children aged 2 to 6 years are in day care.

If women work outside of the home, do Canadian husbands participate in the housework? Results of a 1982 Gallup Poll revealed that 72% of the respondents felt that husbands should share in housework if the wives work. **Only 37% of the women stated that their husbands helped at home.** Of the husbands who replied, 44% claimed they helped at home. You begin to wonder how to distinguish between *truth* and *fiction*.

We reviewed most of the existing studies about two-earner families. The findings indicate that there is stress. Overload for the woman is evident, as are strains within the family and with other systems in society. Yet, few institutionalized supports exist for these families.

It is our opinion that most strains in dual-working couples are felt by the woman. She takes risks, makes sacrifices, compromises, feels guilty, and continues her other roles. She is a full- or part-time paid worker, mother, wife, and housekeeper. This may change. Statistics Canada (1980) suggests that:

> A possible outcome of the large rise in the number of married women entering the labour force could be the trend towards more men staying at home while their wives pursue a career.

You've come a long way.... A Thumbnail Historical Sketch

Women have always worked. Before the industrial revolution the entire family was considered a production unit, where women helped to produce the goods and services that the family consumed. Toffler (1980) identified these families as *prosumers*. The industrial revolution changed lifestyles; the family became consumers, while production of goods and services took place outside the home. In a prosperous family, the wife could remain at home rather than seeking paid employment.

Women's tasks became elevated. They were the *mothers of the nation*, their responsibility was to rear future citizens. In order to assist women in these tasks, experts appeared on the scene to instruct the woman in a variety of areas from learning how to be a better wife and mother to keeping the house spotless. The homemaking role became a full-time profession.

Times changed. Better birth control methods allowed women to limit the size of their families. Women lived longer, and were able to take advantage of education at any age. Betty Friedan (1964) wrote a book that suggested women investigate alternative career paths to that of full-time homemaker. Finally, as it became increasingly difficult to live on one salary, more women entered the work force.

With the change from an agrarian to an industrial economy came a change in the meaning of work. It came to mean paid work, not household tasks. The wife was dependent on her husband's earnings for support while she ran the household. Non-paid household tasks acquired low status and was one impetus for women to seek paid employment.

During the 1970s the participation of married women in the labor force changed markedly. One of the most significant changes was greater participation of middle-aged and older women.

A recent government publication, *The Second Time Around* (Pearson, 1979), outlines the difficulties encountered by women returning to the workforce.

> No matter how diverse their impressions of job hunting, family responsibilities or skills upgrading, these women have one challenge in common, and that is coping with the transition from full-time housewifery to paid employment. This transition involves a blending of traditional roles of wife, mother, homemaker with an equally real, but unfamiliar role of wage earner and work force member. (p. 1)

The author adds that little research has been carried out in this area in Canada.

The barriers facing women who reenter the workforce include lack of suitable jobs, lack of training, and lack of self-esteem. As well, Pearson (1979) suggests that :

> Deep rooted conflict may be at the base of a re-entry woman's attitude toward family and seeking employment.... Conflict may arise between the woman's desire of continuing the nurturing role and her need for personal growth outside of the family structure. (p. 25)

Pearson suggests that supportive programs in adult education, and better counselling and information services would improve the situation for returnees.

Most studies show that housewives who are not employed work longer hours than working husbands (Oakley, 1974). In our society, the woman is free to choose to go to work, but when she does so, the division of labor within the home remains basically unchanged. A working wife still has to do the housework. Although they compress the housework into fewer hours, they still work 13.4 hours more per week than their husbands (Meissner, Humphries, Meis, & Scheu, 1975).

Work and family conflicts are often interpreted by the employed woman as personal problems or professional failings. Moen (1980) puts it this way:

> If their multiple home and work obligations become too heavy, it represents their personal failure as a worker, a spouse, a mother and especially a woman. (p. 27)

She adds that as women have typically been seen as the caregivers, the woman who wants to pursue a career as well is in an untenable position. This idea is well-stated by Greenspan (1980):

> Take economic necessity; fold in rusty or outmoded job skills, little or no job experience and lack of contacts or familiarity with today's job market; garnish with employers who are unwilling to credit previous work experience or volunteer activities as evidence of future potential; simmer with age and sex discrimination, and you have a recipe for today's reentering homemaker. (p. 22)

Myths and Realities: View from both Sides

A man's expectation: Myths. Most Canadian men over age 35 were socialized to take on a traditional role in the family home. Their model may have been their own mother whose sole aim in life was to keep a clean home and to raise nice children. If they married prior to 1970, they expected to bring home the *Canadian bacon*. They felt good about coming home from a hard day's work, to find supper ready, a spotless home, and orderly kids. As they relaxed over a beer or cocktail, problems were shared with their stay-at-home, non-paid, full-time housewives. Sometimes it was hard to understand why the wife looked tired. After all, she was only looking after the home, while he was out in the cold, impersonal working world. This arrangement suited Mr. Canada.

The winds shifted, and so did the economy. Mrs. Canada had to go out to work full-time. Mr. Canada seemed to say, "It's okay with me if you work full-time, but I still want you to look after all the other things you did. I expect to find my clean shirts in the right drawer." And so Mrs. Canada added the role of full-time paid worker to full-time unpaid homeworker.

How much was Mr. Canada willing to change? In most cases very little. That's not all. Mrs. Canada was happy not to have to depend on Mr. Canada for every cent. She now had some of her own money. She was also much happier at her job than her husband. When she came home, she wanted to tell him all about **her** workday. In some cases, competition erupted around their job situations. Mr. Canada became confused. The house was *not clean, supper was not ready on time, and he was asked to do the shopping*. Further, he had to babysit while she went to meetings or took courses. It was hard to change from the traditional ways of family life that were so comfortable for him. His role of master of the house appeared to be crumbling all around him. The good old days were remembered fondly.

Realities for *Men*. The fact is that without the wife's income, the family may not have the basic necessities and some of the extras which make life more pleasant. It helps to say *thank you* for this additional income. It is unreal to assume that today's Mrs. Canada will stop working for pay although she may move in and out of the workforce as her family commitments increase or decrease.

When wives work men need to change their attitudes about helping with housework and childrearing. Children can and should accept responsibilities in the home. Their timetable may have to be altered to accommodate the working mother. Their demands on mother and father may have to be diminished. They should learn what a two-parent, full-time working family is all about.

Realities for *Women.* The realities of the working woman in a dual-working couple include:

- Feelings of guilt. I don't have enough time for my children, my parents, and volunteer work.
- I'm at a different phase in my career path than my husband. He began earlier, while I was at home with the children. While he can slow down, I've got to devote more time to establishing myself.
- I have fears about my abilities and capabilities. Can I do the job? Will I be able to manage the house as well as the job?
- There aren't many good positions available. I may never make it to the top. Am I being paid enough?
- Something has to give. What do I let go, and what do I retain? Can I be less than perfect?

Expectations: *The man's side.* I do not mind helping out at home, nor looking after the children. On the other hand, I enjoy a good meal, and like to have home meals, rather than take-out meals.

When I retire, my wife will be still working at her chosen career. What kind of *retiree* will I be? What will we talk about when she comes home from work, and I will have had another retired day?

Although I feel satisfied about my job, I like the positive strokes I receive from my family for my accomplishments. I expect a give and take in our responsibilities, in our job problems, pressures, and successes. I expect to communicate our satisfactions and dissatisfactions related to our family and occupational life. I hope that we can discuss financial matters so that we do not focus on *his* and *her* income, but our *joint* financial resources. Finally, I hope that both of us will give a positive model to our four children that will help then in their future dual-working couple life in the late 1980s and 1990s.

According to Harris and associates (1981):

> Data on the whole suggest that the working mother who obtains personal satisfactions from employment and who does not carry excessive guilt and has adequate household arrangements is likely to perform as well as the non-working mother, or better, and the mother's emotional state is an important mediating variable.

Expectations: *The woman's side.* We have made some major changes. As working women, we have expectations. First of all, we expect our husbands and children to understand the stresses and strains faced by a working wife, and to give both practical and verbal expressions of support. We want help with chores, and with decision making. Working women want realistic expectations placed upon them. Someone else can take the kids to the doctor, go shopping, or pick up the laundry. We don't want to be locked into the *joe jobs* of family life.

I expect some appreciation from family members, not criticisms like: "You know none of us likes that kind of cereal!" I'd appreciate some time for myself, some quiet at the end of the work day before resuming family activities. Actually, a working wife would love to come home to a prepared meal, and find the kids in a good mood. She'd like to come home to a *wife.* The real world, however, lets the woman acknowledge that her husband has his needs and expectations as well.

A Joint View

Advantages of dual-job families. Women are in the workforce to stay, at least for the time being. While there are problems for the woman who has to juggle her dual roles, there are also advantages.

One main reason for working is for the money. The income that a woman earns has real value in terms of what it can buy. It also has an ascribed value in terms of the status our society associates with a wage earner. A working woman has a degree of power and independence due to her ability to earn. She has the freedom to safeguard her marriage, to provide either a cushion or a total income for family survival. She can afford to pay for help and for extras.

Aside from the monetary gains, working can boost a woman's ego, and give her self-satisfaction. She learns skills and has certain abilities. It keeps her learning.

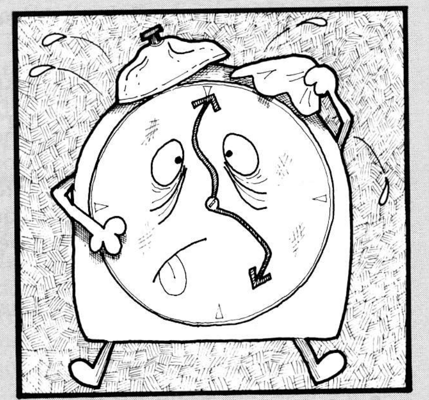
Sharing solutions: The working wife can't do it all. Women find different solutions to juggling home and a job. At a recent conference of home economics' educators in Hamilton, Ontario, working wives shared some of their ideas. We think they may be of help.

- Admit to being less than perfect. Set realistic goals.
- Learn to say "no".
- Give up something. Your home doesn't have to be magazine perfect. You can buy instead of bake.
- Negotiate family responsibilities. Share the chores and the child care.
- Communicate with family members and include them in your decision making when something is not working.
- Don't compete with your husband. His way may not be right for you, but allow him to do things his way. In return, he should allow you to do things your way.
- Make short-term goals. Children grow up quickly. Be prepared to defer certain things until a better time.
- Find a way to make the transition from home to work. Pour a cup of coffee, take a nap, a bath, exercise, walk home, put on a favorite record while reading the mail, have a snack, push dinner time to a later time, plan ahead to ease tension and save unpleasant surprises.
- Delegate responsibility.
- Have emergency plans in place before they are needed. Prepare children for emergencies.
- Foster independence. Select stores, doctors, and recreational facilities, close to home so children can go on their own.
- Know your limitations and accept them. Be less than perfect.

A Final Note:

> Marriage is happiest when husband and wife have looked at the wife's role and agreed on what it should be. If they decide that the wife will work, the husband must support the decision openly and generously. A man who is certain enough of his own personality can usually manage that without much trouble. (Kieran, 1970)

(Continued on page 123)



Time Management

Roger Cormier

This article provides general information that will enable you to determine whether or not you are in control of your time. You can change the latter if you wish.

How often have you heard the following statements: time flies, I'll make up that time, and they always have more time than I have? Probably quite often. These are common myths. The reality, however, is that time moves at a predetermined rate of 60 seconds per minute. Time cannot be accumulated, turned on and off, and every one has the same time — 24 hours a day — no more, no less. There is no doubt that life is full of time robbers and our perception of time contributes to our ability or inability to control it.

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Graphic courtesy of Alberta Agriculture.

Time management is a misnomer as you cannot manage time itself. No one can refuse the next 30 minutes or 3 hours coming to them; nor can they make-up the last 15 minutes or several hours they may have wasted. But we can manage our activities with respect to time. **Very simply, time management is gaining control over what you do, when you do it, how you do it, and why you do it.** Regardless of the situation, either at work or at home, you must apply certain concepts and techniques in order to constantly gain additional control of your time.

Planning

It is often stated that every hour spent in effective planning saves three to four hours in execution and ensures better results. Indeed planning is the most fundamental and critical concept of managing time. If you have not learned to plan on a daily, weekly, monthly and yearly basis, probably time is being wasted.

Many organizations have accepted the concept of *Management by Objectives* because of its goal-setting process to measure individual and company performance. On a personal level, each of us must have goals to guide our professional career and family pursuits. What are your long-term goals? **What do you want to achieve in the next three years?** Are you still waiting to win a lottery before seeking to attain personal goals? An excellent structured exercise to assist in clarifying your personal aspirations is found in Lakein (1973, p. 37-43).

Long-term planning requires stating goals that are specific, measurable and attainable, not vague. Long-term planning must be complimented by short-term planning which requires identifying various activities that can be completed and thereby assist you in reaching your goal. However specifying activities is not enough. You must also learn to set priorities.

Setting Priorities

Many individuals have their personal method(s) for setting priorities whereas others just do what comes naturally. In organizations, selecting what you are going to work on may be determined by the color of the paper of docket, the person requesting the work or the urgent sticker. Very often the activities you can control are set according to urgency and usually assigned in one of three categories; (a) must be done today, (b) should be done today, and (c) should be done sometime, but there is no hurry. **If urgency is the sole criterion you choose for setting priorities probably you are often behind time and never feel in control of your time.**

In planning your activities it is preferable that you consider the importance or value of the activity and usually assign it in one of three categories; (a) high value, (b) medium value, and (c) low value. It is suggested that **priorities should be set according to value first and then in relation to urgency.** The system advocated here and used throughout this article is the A B C system. Items, tasks, or activities considered as having high value to you are classified as A, those having medium value as B and low value as C. You may have several items that are of high value and in such cases you must subclassify as A_1, A_2, and so forth. You may also have several of B_1, B_2, B_3 and C's. What is critical to remember is that all activities do not have equal

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This article is based on workshops conducted by the author for various government departments, academic institutions and private firms.

value and you must identify those of highest importance to you.

Clearly differentiating between effectiveness and efficiency can also assist in setting priorities. Examine the following two statements: (a) doing things right in minimal possible time, and (b) doing the right things right in minimal possible time. Which of the two would you say best defines effectiveness? If you say (b) then you probably realize that **selecting or doing the right thing will lead to effectiveness.** How often have you labored on a certain task only to be told later that it was not the correct one? Or how often have you tried to convince yourself and perhaps your supervisor that you are working hard because you were busy all day — but were you busy at the right thing? You must appreciate that the myths "people who are most active get the most done" and "the harder one works the more one gets done" are just that — myths.

The statement — doing things right in minimal possible time — means that you are doing the job right, or in a ratio formula, translates to output over time. The second statement — doing the right things right in minimal possible time — implies that you are doing the right job or accomplishing results over time. Very often in social organizations, because there is not enough time, programs are designed on efficiency (keep them quiet) but systematic evaluations show these same programs to be ineffective. You must take time to plan and select the right thing first because **effectiveness will always preceed efficiency.**

Another important concept in setting priorities is Pareto's Law. Vilfredo Pareto (1848-1923), an Italian economist and sociologist, while studying the distribution of wealth in Italy discovered a recurring phenomena:

> **In any series of elements to be controlled, a selected small fraction, in terms of numbers of elements, always accounts for a large fraction in terms of effect.**

Pareto's Law, also known as the 20/80 rule, says that in every group or collection there are vital few and trivial many.

Several examples of the 20/80 rule follow:

- 20% of your purchase orders account for 80% of your dollar purchases.
- 20% of a hospital's patients have 80% of the medical need.
- 20% of your staff create 80% of personnel problems.
- 20% of community residents do 80% of volunteer work.
- 20% of your guests consume 80% of the food (and alcohol beverages).
- 20% of your managers have 80% of your company's management competence and probably 20% of this 20% makes 80% of the decisions.

Following Pareto's Law you must realize that a small percentage of your own weekly efforts produces the bulk of the value of all your results for that week. Or again nothing of real significance happens unless it happens to the vital few. **Once the vital few have been isolated from the trivial many, you are in a position to take action which will result in greater emphasis on the planning, operation, and control of the few important items** — your A_1 and A_2.

Setting priorities for long-term personal goals is usually based on importance, whereas determining work-related activities is often by urgency. In both cases, however, you must not waste time but strive towards reaching your goals by applying the daily *to do list*.

Daily TO DO List

Virtually everyone has list of things they would like to do or complete during the day. Usually visually it is kept in the head and very few people consciously make a list every day. The technique of preparing everyday a list of things to be done is a common denominator among successful people.

There are several samples of daily to do lists, but what is important is that whatever format you choose, it must suit your needs. Rather than buying a printed format, prepare your own on paper other than white. You should have only one daily to do list rather than several pieces of paper and it should always be near you. Remember that your daily to do list should be compiled on the basis of importance and not urgency and should include long-range planning and major projects.

The following procedure should be adopted:

- List all the things but the daily routine tasks which you would like to accomplish.
- Delete what you need not do.
- Arrange items on the following basis:
  - a) function (eg., to call, to decide, to think about)
  - b) similarity of work content
  - c) location
  - d) person
- Assign priorities (ABC system).
- Begin with allocating time for the top priority items.
- Constantly upgrade and downgrade your priorities.
- Cross off each item as it is accomplished.
- Add items as they occur to you.
- Rewrite the list at the end of the day.
- Include activities for long-term goals.

The daily to do list provides several advantages. First there is a security of knowing nothing important is missed. Second, the list is an affirmation of the important activities. Third, you gain motivation by crossing off items you have completed or need not do. Lastly, the list serves as a reservoir for selection of what to do next.

To make best use of the daily to do list and your time, several additional points must be considered:

- Be well-organized and list things you want to accomplish and set priorities.
- Take time to plan — 10 minutes in the morning and 10 minutes at the end of the day.
- Use Friday afternoon to review the week and prepare for next week.
- Do not allocate all your time. Leave room for unexpected interruptions.

If you find yourself saying to your colleagues on Friday afternoon that you intend to accomplish a lot on the weekend but admit Monday morning that you did very little, try the daily to do list. Remember that your spouse and children also have things they want to do or have you do (and have been reminding you for years --). It is important that these lists become open to all and communication and negotiations may be necessary to ensure you are not going to waste your leisure time.

Prime time

There is no doubt that some individuals are known as morning persons whereas others seem to get more productive as the day progresses — the night owl type. What category applies to you? When is your best time? When are you most productive? When do you usually initiate an important activity?

There are essentially two types of prime time: internal prime time and external prime time. Internal prime time refers to when you work best and your energy is high. This time should be limited for high priority activities (A_1 and A_2) which require a lot of thinking and concentrated effort External prime time, on the other hand, is the best time to attend to others. This is the time you make available to meet with staff or visitors. It is very unlikely that your prime time will last for the full working day. In fact you may experience several periods of prime time during any given day but you may also experience down time — time when you are low on energy and seem to be very busy but accomplishing very little. In addition to your physiological make-up, the environment contributes a great deal to when you have internal or external prime time.

The most productive internal prime time is when it is also designated as your *quiet time* — a period of time during which there are no interruptions, even self-interruptions. Have you noticed colleagues who come to work earlier or stay later than the regular working hours? If you ask them why they will probably say that this is the only time they can get something done; there are no phones interfering and no one around to bother them, in other words, no interruptions.

It is vital that you apply the concept of quiet time to your daily work and even leisure and personal time. This technique may require you to close the door of your office for a certain period and have the receptionist hold all calls. If you do not have the luxury of a private office and clerical staff, try working away from your desk for a morning or an afternoon; try the boardroom, the library or home.

During this quiet time you must work on your highest priorities, A_1 and A_2 and not your C_1 and C_2. After all, you have decided that your quiet time is also your internal prime time — when you are most productive. You cannot accomplish much by focusing on C activities and ignoring your A priorities. Doing a number of C activities, usually short and easy, gives you the illusion of getting a lot done. Also, don't waste time by getting ready (as most people rationalize it) to tackle your A, later —later may never come. Start with A's and not with C's during this period of uninterrupted time. Keep your C activities for your down time.

Time Wasters

It is said that time is being wasted when something more important is not being done, such as working on C's and not on A's. Time-wasters are most often internally caused although most people identify other persons and events as their major time-wasters. Time-wasters are usually the same ones for different levels of management and different organizations. The most common time-wasters are the telephone, drop-in visitors, paperwork and procrastination.

Telephone

The telephone was invented to save time but most everyone ranks the telephone as one of the greatest time-wasters. It seems that we have become slaves to the telephone. Observe your instinctive reaction to reach for the phone the next time you hear that intruding ring.

The telephone can save you time by calling in response to a letter, by calling ahead to confirm an appointment, by dealing with the problem on the phone rather than scheduling a meeting, and by conference calls. **The telephone becomes a time-waster because of our tendencies to socialize on the phone, our inabilities to terminate the call and our fears of offending people.** The telephone is an interruption which forces you to abandon what you were doing and usually it takes you extra time to get back to the task at hand.

Dealing with incoming calls:

- Analyse your incoming calls by recording them for several days.
- Let the secretary screen the calls:
  a) decide the urgency.
  b) route it to appropriate party to handle.
  c) ascertain the purpose of the call.
  d) arrange call back on those not urgent.

Where the secretary is unsure if the call is important let the response be, "He or she is occupied at the moment. Would you like me to interrupt?" This puts the decision of relative urgency squarely with the caller.

- Use a call back system. Determine in advance when to return calls — late in the morning and late in the afternoon. Such a system helps in the following ways:
  a) reduces number of interruptions.
  b) allows time for callers to solve their own problems.
  c) allows you to have required information at hand.
  d) allows you to choose a time convenient for you.
  e) shortens the time required.
  f) allows time to consider the response or get other opinions.

It is very important that the return calls are assured.

- Set the tone of the conversation at the beginning — friendly and business-like, "What can I do for you?" "How can I help you?"
- Have an ending, for example, "Hoped that helped."

Dealing with outgoing calls:

- Jot down major points of concern.
- Advise the purpose of the call.
- Don't ask "Are you busy?" The answer is often negative but false. Instead ask, "Are you in a meeting?" If yes, give a short message or ask for a call back.
- Make the calls short. Not "Hi Joe, how are you?" Instead "Hi Joe, I need a couple of quick answers that will take two minutes."

Drop-in Visitors

The major problem in dealing with visitors is knowing whether the visitor has important information or the purpose of the visit is to socialize. By socializing one develops the habit of procrastination.

Suggested ways of dealing with drop-in visitors —colleagues as well as clients or customers are:

- Authorize the secretary to handle appointments. Tentative appointments can be made for your approval.
- Fix reception hours. Make time available for subordinates to schedule time by simply asking the secretary. The secretary should always ask for the purposes of the appointment and length of time desired. The necessary papers should be prepared.
- Ask the secretary to screen visitors. A secretary's desk is placed in a place where visitors can be intercepted. Secretary — "May I help you?" Visitor — "Is he or she busy?" Secretary — "Yes. Could he or she call you?" "Would you like me to interrupt?" This action often prevents an interruption. This checks the assumption that the matter is more important than what you are doing now.
- Go to the subordinate's office. If it is not an emergency offer to drop by in ten minutes. This helps to:
  a) avoid interruption and allows you to finish the matter at hand.
  b) you do not lose control of your office.

c) you can leave anytime.
d) you are near the problem, (files, memos).
e) you pay him or her a compliment by going there.

- Meet visitors outside your office. If the visit has no purpose you need not invite them in.
- Confer standing up. This allows you to determine priority and gives you psychological control.
- Have the secretary monitor the visit. After the passage of reasonable time, the secretary can telephone you or open the door and remind you of an obligation. Your response could be "We will be through in five minutes." This helps end the visit.
- Time-limit the visit. Make a statement at the beginning as to how much time you have.
- Block interruptions. Allow no interruptions except emergencies.
- Meet regularly. Meet with your associates to keep informed and to discuss matters of mutual interest. This will help reduce the number of visitors.
- Keep a log. Record who is doing the interrupting. Remember — "Do you have a minute?" means "May I have your attention to talk about something that will take an unspecified length of time?"

Paperwork

Paperwork is usually routine and mundane. It is importnat to keep the amount of paperwork down by doing the following:

- Strive for results, not paper. You are not paid to handle papers, only to get results.
- Create less paper right at the start. Talk to people instead of writing.
- Scrutinize your paperwork needs. Keep only the essential.
- Appoint an individual to scrutinize all the reports and forms now in use as to their utility.

The essential paper work can be dealt with effectively using the following tips;

- Block the worst time not the prime time of the day for paperwork.
- Do it once a day or once a week.
- Handle each paper once. Do not put it down without moving it further along (eg., skim read).
- Respond on the paper. Write informal notes.
- Use a dictaphone. Dictate a draft if necessary. Dictate case notes and direct them to file. Dictate general ideas.
- Two-in-one. Do paperwork while talking on the phone, while waiting or cummuting.
- Stop proofreading letters unless really important.
- Use a bring forward file.
- Throw away as much paper as you can — *Wastebasketry*.

Following Pareto's Law you must realize that a small percentage of your own weekly efforts produces the bulk of the value of all your results for the week.

Procrastination

When you have come up with a good activity, validated your choice yet some time has passed and you are not working on the activity, you are procrastinating. *Procrastination wears many disguises — laziness, indifference, forgetfulness. Behind most situations there is fear; fear of pain, embarrassment, rejection or failure.* The most common forms of handling procrastinations are socializing, daydreaming, reading and keeping busy — doing the short and easy tasks.

The following details specific ways of dealing with procrastination:

- Analyze the fears:
  a) What are you afraid of?
  b) Is the fear real or exaggerated?
  c) Is there anything you can do to increase the chances of success — for example, getting additional facts, rehearsing, or seeking advice.
- Balloon the fear. Ask yourself, "What is the worst possible thing that can happen?"
- Act as if — picture yourself doing the things you are postponing.
- Pick one area where procrastination plagues you and conquer it.
- Do a physical act (e.g., get a file).
- Make a commitment (e.g., arrange a meeting).
- Give yourself deadlines.
- Change the focus or change the location.
- Calculate the real price of delay.
- Calculate the positive rewards of completing the job.

Conclusion

To manage your time, or more precisely your activities, you must learn to plan on a daily, weekly, monthly and yearly basis and work your plan. Always prepare your future by stating personal and professional goals that are attainable and develop them with appropriate activities established on priorities. Priorities should be determined on the basis of effectiveness versus efficiency, importance versus urgency, and the vital few versus the trivial many.

Learn to work smarter — not harder — by systematically using a daily to do list and allocating quiet time to work on your A activities. Remember that *self-discipline is the single most important ingredient in overcoming time-wasters.* You cannot master your time until you are first willing to master yourself! ●

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JUGGLING CAREERS

(Continued from page 119)

The Canadian society of the 1980s, will have many more dual-working couples. How will they juggle their careers? ●

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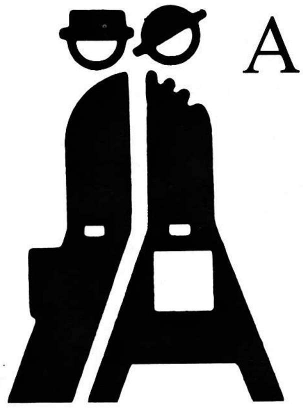
Professional Development Planning: A Self-Directed Approach



Wayne Lamble

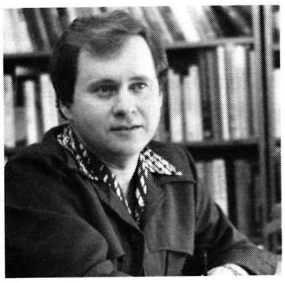
Summary

An overview of a self-directed approach to professional development is presented. Encouragers and inhibitors to participation in continuing professional education are identified. Reasons for, benefit from, and requirements of a self-directed approach are given. Major components of the approach are described as self-assessment of professional strengths and learning needs, planning for professional development, and organizing activities and records for professional development. Specific elements and strategies for each component are suggested. Together these should serve as a useful guide in systematically pursuing one's own continuing professional development.

Résumé

Il s'agit ici d'une approche du développement professionnel dirigée vers soi. On identifie les élements d'encouragement et d'inhibition dans la participation à l'éducation professionnelle permanente. Les raisons, les avantages et les exigences d'une telle approche y sont exposés. Les principaux composants de l'approche sont décrits en termes d'évaluation personnelle des forces professionnelles et des besoins d'éducation, de planning pour un développement professionnel et d'organisation d'activités et de documents pour le développement professionnel. Des éléments et des stratégies spécifiques pour chaque composant y sont suggérés. L'ensemble de ceux-ci devrait constituer un guide utile dans la poursuite systématique du développement professionnel permanent de l'individu.

Wayne Lamble has a BSc and MSc in Agricultural Economics from the University of Alberta and a PhD in Adult and Extension Education from Texas A & M University. He is a professor in the Faculty of Extension University of Alberta responsible for program management, teaching, and research in home economics extension and continuing education and agriculture. His professional interests lie in the areas of continuing professional education, technology transfer, behavior in organizations, and leadership development.



Professional development is a two-fold process involving both *improving* and *sharing* one's professional competence or expertise. The improving aspect of the process involves acquiring a greater degree of professional competence or proficiency as determined by your career aspirations in the field. Certainly current problems and issues faced in your practice will influence the need for improving particular competencies. Of equal importance, however, are your personal career aspirations — those aspects or dimensions of the field of practice to which you aspire.

The sharing aspect involves contributing knowledge and insight to your profession based on your experience and strengths as a home economist. For example, this might involve serving as a mentor or advisor to a professional colleague, contributing to the professional literature, or conducting a session during a professional conference.

What is the Concern?

There is widespread recognition of the demands and benefits for home economists to continually increase their proficiency and of the range of opportunities to do so. However, there is also widespread dismay about the lack of participation in continuing education activities.

Major factors encouraging participation in continuing education as identified recently by home economists in Alberta, include: keeping up-to-date in their field of practice; enabling them to deal with new problems and issues; maintaining contact with others in their field; obtaining impartial information; and for personal enjoyment and enrichment (Lamble & Mills, 1981). These factors, therefore, should be among the primary goals of continuing education programs for home economists.

Explanations for the lack of participation include the belief that many practitioners care too little about lifelong learning, that many continuing education programs are too unrelated to professional practice, and that many programs are too inconvenient for the busy practitioner. The Alberta survey identified the following major impediments to participation in continuing professional education: not enough time because of heavy work demands; difficulties with scheduling what little time is available; travel distance and the associated costs of time, money, and inconvenience; lack of appropriate opportunities closely related to real problems in their practice; and inadequate advance notice of continuing education opportunities (Lamble & Mills, 1981). These factors then, should be among those to receive foremost consideration in the planning of home economics continuing education programs.

What is Self-Directed Professional Development?

Obviously there are many barriers as well as incentives to participation in continuing education. One approach to enhancing the facilitators and to minimizing the barriers that influence continuing professional development emphasizes self-directed learning. This approach places the main responsibility for professional development on the individual professional.

Self-directed learning is a process in which the individual learner takes the initiative and performs for herself or himself, with or without the help of others, most of the mentor roles that are performed by an effective teacher (Knowles, 1975). Effective self-directed learners, therefore, must be proficient in diagnosing their own learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Why a Self-Directed Approach?

First, learning is more effective when the learner is proactive (takes the initiative in learning) rather than being reactive to someone else's initiative. The person enters each learning situation more purposefully and with greater motivation and commitment. Second, self-directed learning is consistent with our natural development toward psychological independence. Third, it is also in tune with the self-directing nature of professionals. Fourth, many of the resources and new programs for home economics training put a lot of responsibility on the learners to take the initiative in their own learning. Fifth, because of the rapidity of change, we cannot rely solely on the instructional mode for learning. We must be able to exploit every experience in our practice as a learning experience and use our own inquiry skills for dealing with problems and issues of professional practice.

It should be recognized that a heightened level of professional practice can never be accomplished by merely spreading present knowledge. As professionals we have a responsibility to search for new, previously unknown, solutions to problems and issues confronted in our daily practice.

Finally, professional development is often viewed as an administrative strategy on the part of employers, educational institutions, or professional organizations to improve their workers, faculty, or members (Rivera, 1982). While such bodies provide a pressure or encouragement, professional development is also a personal matter. A self-directed approach provides a means for negotiating a reconciliation between these external needs and expectations and your own internal needs and interests.

What are the Requirements?

A limitation of self-directed learning is that it is vulnerable to nearsightedness. Many practitioners may be aware of and use resources for continuing professional development more from habit and familiarity than from deliberate choice to meet specific needs. Busy home economists can become so beleaguered by day-to-day problems which assail them that they lose the broad perspective and reflective attitude necessary to remain aware of the broad range of developments affecting their field and career development.

So the challenge for self-directed learners is to develop and use strategies to overcome this limitation. These required strategies and related procedures should enable the learner to remain proactive — in control of their professional development rather than falling into a reactive mode — reacting only to the initiatives of others or to the immediate problems in practice. These strategies and procedures should enable learners to move back and forth between these two domains — to freely alternate between the action problems that confront them in practice and the knowledge resources that can help with the development solutions.

Taking such a self-directed, systematic approach to professional renewal has been described as professional life planning.

> Professional renewal is not something that happens automatically, it must be *made* to happen. Indeed, the tendency among many professionals is to become satisfied with the *status quo,* to arrive at a kind of self-esteem without further self-actualization. To engage in professional life-planning is to take greater control of one's life. (Rivera, 1982, p. 2).

Is It Easy to Prepare a Plan?

This depends on you. Professional development planning requires effort and thought as does any type of important planning. Translating the broad issues of professional development into specific action demands deliberate follow-up work.

In any event, it should take more than just a few hours. You will also need to periodically review and revise your plan as you accomplish objectives and as conditions change. Professional development planning is not something you do once and it is then done forever. So the amount of time and effort you devote to your plan tends to be proportionate to the value you personally receive from it.

What are the Benefits?

Many people think of our current and future lives simply as products of our past — or something that just happens without any choice. But we do choose, even if we deny our choosing. And the choice you make at any moment determines the quality of that moment and sets the conditions for the following moments.

An important result of personalized professional development planning is an increased confidence that the right needs and opportunities are being addressed and that the direction in which you are moving is the right one. The choices you make today create your future as well as your here-and-now. And so, professional development planning offers a way of maintaining a degree of control over your professional destiny — of managing your professional development.

What are the Major Components?

What does self-directed professional development involve? There are three major components to the process:

- self-assessment of professional strengths and learning needs;
- planning for professional development; and
- organizing activities and records for professional development.

It might be argued that these are also the elements of implementation and evaluation, as often conceptualized in the management and program development processes. However, in the context of professional development, implementation becomes a rather straight forward activity if the self-assessment, planning, and organizing functions have been well done, particularly given the proficiency that most professionals already have with the implementation of programs. On the other hand, evaluation can be viewed as synonymous with self-assessment in this particular case as we re-cycle through these three phases. Let us look at these phases in a little more detail.

• **Self-Assessment.** The self-assessment of your professional proficiency is a process that provides a method for linking your professional development with professional practice and with opportunities for career enrichment. Self-knowledge, including awareness of both your professional strengths and learning needs, provides the basis for professional development planning. Moreover, it is both your professional practice and your career aspirations which together provide the context and reference points for this assessment as appraisal process. In other words, focusing on only one or the other of these aspects would very much limit the potential scope and personal relevance of your professional development.

Central to the self-assessment phase is the idea of professional proficiency. What do we mean by professional proficiency? Well, a proficiency can be thought of as the ability to do something well (Knox, 1979). It is the ability to perform well in a specific situation and to successfully meet the demands or requirements of a situation or work demand. Our ability to provide professional services is dependant upon our proficiency in certain aspects of practice.

A proficiency is usually based on some combination of knowledge, understanding, skills, attitudes, and values which are acquired through education and experience. This concept is important because it links such aspects as theory and practice; understanding and performance; knowledge and action; and abilities and tasks.

The specification of professional proficiencies is also important because this forms the basis of assessing your personal professional strengths and learning needs. For example, any individual is unlikely to change much unless a gap is identified between her or his actual present behavior and a changed behavior that is deemed more desirable. Such a gap between where you are now and where you want to be in regard to a particular proficiency may be thought of as a learning need. This provides the motivation to act on or do something about reducing or eliminating that gap. Similarly, those professional areas where you identify high levels of proficiency can serve as the basis of motivation and confidence to share your expertise with others.

The self-assessment process generally involves the following elements or steps:

- constructing a model or list of required or desired proficiencies;
- assessing your present level of proficiency against the model;
- identifying specific strengths and learning needs;
- consulting with trusted others about your professional qualities and your preliminary assessment; and
- ranking your strengths and learning needs in order of priority.

The basis of the model of required or desired proficiencies might come from your professional association. However, you would want to up-date and modify it according to contemporary research findings and the behavior of outstanding practitioners in the field. In some fields, professional associations have published guides or handbooks to assist individuals in this self-assessment process (for example: *International City Management Association,* 1976; Lamble, 1981; Shepard & Hawley, 1974).

• **Planning.** Having completed an appraisal of your professional proficiencies, you now have the foundation for more specific planning of your professional development to meet those needs. There are various ways you can go about designing a professional development plan. One way follows the form of a learning contract (Knowles, 1975). It can be helpful in efficiently organizing your learning, creatively identifying learning resources and developing learning strategies, and collecting evidence of your accomplishments. While a written plan is not necessary to an organized professional development effort, it is always useful as a reference and a guide — especially when things are not going well.

A contract is usually thought of as a binding agreement between two or more parties. In the context of a learning contract, the agreement may be between the learner and the teacher. However, for the purpose of self-directed professional development it may be more useful to contract with yourself, the person primarily responsible to see how the development occurs. You can contract with yourself to become a responsible, self-directing learner for your continuing professional development. Your contract will specify how you will go about it and determine how well you are progressing.

This planning phase usually involves the following elements or steps:

- specifying your learning objectives;
- identifying learning resources and strategies for interacting with these resources;
- setting target dates for accomplishing the objectives;
- specifying evidence or indicators of accomplishment of the objectives;
- specifying how and by whom the evidence will be validated; and
- consulting with trusted others about your plan.

• **Organizing** The function of organizing demands that we structure reality — our day-to-day activities — in such a way that they grow in meaning and assist in the analysis of our professional development. Our activities, networks, and records should be organized in a way that reflects the dimensions of our professional development.

Different professionals tend to organize their purposes and plans in distinct fashions. In general, teachers direct

(Continued on page 135)

On the Job

Profile of a Home Economist in Consumer Service in a Supermarket

Penelope Hill

Dominion Stores Ltd. employs three full-time home economists in the south-central region of Ontario, working under the direction of the consultant home economist, Joan Fielden. The area covered by the home economist service stretches from east of Toronto to the Niagara Region. My time is divided between two store offices in which I work alternate days. One office is in Meadowvale, at the western boundary of Metropolitan Toronto, and the other is about 65 km away in Hamilton. The work of a Dominion Stores home economist is consumer service, and encompasses food and nutrition consultation, recipe development and testing, demonstrations, talks to consumer groups, and customer relations. The use of the home economist service is consistently high, with the result that the pace and diversity of activity is both demanding and rewarding.

Three principal components to my work are: assisting customers by telephone or in person with a wide variety of consumer information and advice; giving cooking classes and demonstrations to customers in the stores; and giving talks and demonstrations to groups in the community, including involvement with local radio and television stations.

One of my main objectives is to make the experience of shopping more enjoyable for our customers, and simultaneously to provide them with knowledge through which they can become better consumers. I maintain a high level of visability in the stores, so that customers can ask me questions either related directly to the products that we sell (for example, "How can I tell if there is sulphur dioxide in the apricots and raisins sold in the bulk food area?") or to the use of the ingredients in recipes, such as the number of mL of cottage cheese that can be substituted for 8 oz. of ricotta to make lasagne.

Each week, I test, prepare and display a different recipe giving the nutritional and cost analyses. It must represent good nutrition for the food dollar, and it must look appetizing and withstand room temperature for one week without sagging, curling, fermenting or going mouldy. This latter practical consideration is necessary because the dish accompanies me each day to the store in which I am scheduled to work, with only overnight stops in my refrigerator at home. The most popular of the tested recipes are those for muffins and casseroles. If the recipe is suitable, I make up fresh batches for sample, in the store, which is a good means of meeting customers who do not use the home economist service regularly. I am usually able to meet at least 80 customers a day.

One of the most enjoyable of my activities is demonstrating a new or more esoteric food or technique and a considerable crowd will gather for Wontons or Croque M'sieur. The interest in cooking classes I give at the Hamilton store is high. Among the most popular classes are those on microwave cookery, wokking, and the use of a food processor. These classes, with a limited number of preregistered participants, are a particularly good means of developing consumer relationships.

Perhaps my most regular activity is answering consumer enquiries on the telephone. In Hamilton, a *quiet* day is one during which the telephone rings fewer than 25 times. Almost all the phone calls can be answered directly, such as the enquiry from one customer regarding the edibility of a turkey that she had left in a laundry tub to thaw, forgot and later immersed in hot soapy water. Many enquiries, however, demand a considerable amount of time to research. I recall one customer asking me for menus for ten different, monthly three-course dinners that she could prepare for the 50 members of her husband's club based on a *per capita* cost of $1.00. The request was complicated by the fact that she was disabled. Occasionally, I am obviously attributed with powers far beyond those which I obtained during my training as a home economist.

Because of time constraints, the number of talks I give to groups is limited to about six each month, and the attendance of at least 25 people is a pre-condition of the booking. The topics of my talks and demonstrations outside the store vary according to the interests of the group, and have recently included breadmaking, and food and nutrition for the elderly.

In today's economic climate, retail-pricing policies are more competitive than ever, so that customer service is an important activity in attracting and retaining customers. Whenever I talk to groups, or appear as a home economist on television and radio programs, I encourage members of the audience to drop into the store to pick up additional recipes and information. The advice and assistance I provide is a service not offered by other supermarkets. Buying food has become increasingly complicated, as more consumers are on special diets, more people are interested in good nutrition, and the current recession has required that the purchasing power of the family's income be maximized. Consumers need accurate, knowledgeable and helpful responses to their enquiries and as a home economist, I work to meet this need. •

Penelope Hill studied Home Economics at the Northern Counties College, Newcastle-upon-Tyne, England, and subsequently taught Food and Nutrition in High Schools in England. Following emigration to Canada in 1971, she worked with psychiatric patients establishing "Living Skills" programs in Hamilton. She graduated with a BAA from Ryerson Polytechnical Institute in Toronto in Home Economics in 1976. With the help of a Canada Mortgage and Housing Corporation Scholarship, she then attended McMaster University, and received her MA degree in Social Welfare Policy in 1977. After spending a year in Bloomington, Indiana, she returned to Hamilton, and worked with the Family Services agency as a home economist. Penelope has worked for Dominion Stores since 1980. She is married, with one daughter.

CHEA Award Winners

Managing Careers

Margaret Ellison

Barbara Nelson

Wanda Young

Linda Lusby

Florence Swan

Judith Zaichkowsky

Carol McLean

Rosemary Polegato

Susan Turnbull

Deirdre Grondin

Nancy Kerr

Beverly Fyfe

Linda Peterat

Elizabeth Johnston

Lynne Roles

Recipients of Canadian Home Economics scholarships and awards of the past ten years were asked to briefly describe the development of their careers. Fifteen of the award winners discuss their postgraduate studies and professional careers. All indicated their appreciation for the financial and professional support from CHEA and their colleagues.

Silver Jubilee Award

Margaret Bateman Ellison

I received a Jubilee Scholarship from CHEA in 1976 as I was commencing a graduate program in the College of Home Economics at the University of Tennessee, Knoxville. The award together with a fellowship from the Canada Mortgage and Housing Corporation and Scholarships from AHEA and the American Association of University Women allowed me to complete a masters in interior design and housing and an interdisciplinary PhD. My doctoral research involved the evaluation of a residential energy conservation education program via multi media within Tennessee.

My family and I returned to Prince Edward Island in 1979 where I free-lanced as a facility planner and continued my activity in energy conservation through teaching non-credit courses, presenting workshops and writing articles for the *CHE Journal*. In 1981 after serving a partial term as the CHEA director for P.E.I. we moved to Halifax where I took up duties as an assistant professor in the home economics department at Mount Saint Vincent University. My teaching has included fundamentals of design and consumer and family studies courses. During 1981-82 I was able to continue my interest in energy through a pilot study on family decision making and energy attitudes and behavior. In addition I explored the topic of computers and home economics and conducted a survey of Canadian Home Economists in Business. (Editors Note: see CHEJ 32(3), p. 125)

Barbara Nelson

In July 1981 after receiving this award, I completed my coursework for my doctoral degree at Cornell University, with a major in Home Economics Education and a minor in Family Studies and Educational Research Methodology. I defended my dissertation, *A Field Test of a Conceptually Structured Curriculum on Adult Interpersonal Relationships and Marriage for High School Students*, and was awarded the PhD Degree in August 1982, returning in September, 1982 to my position as Assistant Professor in the Faculty of Education at the University of Manitoba.

My studies in evaluation and research methodology have already provided several opportunities for professional involvement. I was appointed to the Minister of Education's Joint Committee on Evaluation which provides advice on assessment policies for Manitoba schools. I will be acting as a tutor to present a 1983 Summer Workshop on measurement and evaluation for home economics teachers in Antigua.

My career goals are based on a commitment to prepare and conduct home economics education programs in a way which promotes the development of knowledgeable, creative and professional home economics teachers. Supervising student teachers is an important part of this responsibility. In March, 1983, I presented a paper at WESTCAST on a research project dealing with ways to improve "Sharing the Meaning of the Student Teaching Experience" in order to increase the practical actions taken by the student teachers.

Rosemary Polegato

The interdisciplinary nature of home economics provides an individual with many options for career development. The path I have chosen is business administration — specifically teaching and research in the Marketing field.

To broaden my perspective of the consumer studies field, I enrolled in the MBA program at The University of Western Ontario in 1979 (the year in which I was the recipient of the Silver Jubilee Scholarship). The next year I transferred to the PhD program and chose marketing as my area of specialization. I have completed the required course work and comprehensive examinations. My dissertation deals with the strategies used by dual-career, dual-income, and traditional wives to manage the preparation of family meals and food shopping.

My studies over the last four years have given me the opportunity to develop a perspective which enriches my contribution to both the home economics and the business administration fields. Beginning in January 1984, I will be exercising my newly developed perspective as a faculty member with the marketing group of the Faculty of Management Studies at the University of Toronto.

Susan G. Turnbull

The path I have followed since receiving this Award in 1982 led directly to graduate school at the Ohio State University. Being a professor of textiles and clothing for six years at the University of New Brunswick, a sabbatical leave afforded me the opportunity to return to studies in the field of consumer textiles. The School of Home Economics at Ohio State has a well-deserved international reputation. By the end of the year's residence in Ohio the majority of the course work and general exams in the PhD program are finished. Encouraging personnel and excellent on-site resources allowed me to complete several projects, including a blouse soiling study and a position paper on possible interactions between the Department of Textiles and Clothing at O.S.U. and the Ohio Historical Society. Immediate plans are to return to the University of New Brunswick to continue with regular teaching duties and the dissertation research which will be in the field of Canadian textile information sources.

Wanda Young

The Silver Jubilee Scholarship awarded to me in 1974 financed the first year of my doctoral studies in human ecology at Michigan State University (major — family ecology; minor — education). In 1974, I also became vice-president for North and South America in the International Federation for Home Economics (IFHE). The CHEA award helped me continue this office. Upon completion of my course work in the spring of 1976, I returned to my home in Saskatoon to collect data for my dissertation "Family Studies Program Development at the College Level: A Delphi Study". I was awarded a PhD in 1977. I returned to my teaching position in home economics education and communications at the College of Home Economics, University of Saskatchewan.

Since that time I have received a promotion to full professor. Other awards have included a Saskatchewan School Trustees grant in aid of research, award of Fellow from the Canadian College of Teachers, and the Honor Award of CHEA.

Research projects have included: communication competencies of graduates from professional colleges; several case studies of elderly persons, and of their organizations; a housing needs assessment for the elderly; parent education resources in Saskatchewan; evaluation of field work summer opportunities; and parent education radio programs.

Currently I am completing a project on women in science and collecting data for a project on memory for everyday events.

In 1982, I attended the United Nations NGO Forum on Aging and the World Assembly on Aging held in Vienna.

In 1983/84, a sabbatical year will be spent as a visiting scholar at the Institute for Gerontology and Survey Research Institute, both at the University of Michigan, and completing a history research project for CHEA and IFHE.

Mary A. Clarke Memorial Scholarship

Deirdre Frances Grondin

A growth-enhancing career change became a reality for me in September, 1979. With the help of a Mary A. Clarke Memorial Scholarship, I began a doctoral studies program in Marketing, Consumer Behavior and Mass Communication at Purdue University, West Lafayette, Indiana, U.S.A.

Upon completion of my PhD residency I returned to Canada to teach marketing, consumer behavior and marketing communication in the Faculty of Administration, University of New Brunswick. Although it is difficult to combine full-time teaching and doctoral studies, I have been able to complete my candidacy requirements and I am now at the dissertation stage. Dissertations present difficult and challenging problems to PhD candidates. Consequently, I will take a leave of absence from my teaching position in September, 1983 in order to complete this final portion of my program of study.

I am grateful for the encouragement I received from the Canadian Home Economics Association. The Scholarship eased the cost of postgraduate studies, and most importantly, demonstrated the support of my colleagues.

Nancy Kerr

When I received the Mary A. Clarke award, I was already enrolled in a PhD program in Fiber and Polymer Science at North Carolina State University.

For my PhD research, I evaluated the ability of three alkaline finishes to retard the deterioration of cotton fabrics with age. These solutions had been used with varying success by paper conservators in an effort to prolong the life of books and documents, but no one had considered their applicability to cotton fabrics. The research took longer than I expected, however, when I left Raleigh in 1981 after a four year absence from the University of Alberta, the only task remaining was to write my thesis and defend it.

There was a definite advantage to having taught textile science courses at the University of Alberta for ten years before beginning my PhD studies. To be a better teacher and researcher, I knew that I needed to learn more about all aspects of textiles, thus, my motivation for learning was high. In addition, I was not bothered by the worry of finding a job upon graduation.

Since returning to the University of Alberta, I have finished my thesis and resumed teaching. I enjoy teaching very much and have found the subjects I studied to be excellent preparation. One outstanding memory I have of the time spent at the School of Textiles at NCSU was the thrill of working with so many people who knew so much about textiles. Imagine a hundred people gathered for a seminar, each one of them able to discuss with you textile phenomena like crystallinity, glass transition temperature, and free volume! The Mary A. Clarke award helped to make this experience possible for me.

Linda A. Lusby

The role of a home economist in the 1980s has become one of increasing complexity and challenge. The choices and problems facing consumers and families no longer fit into concise categories and thus the professional must become equipped to deal with an ever expanding volume of information. With this goal in mind, I chose to combine the careers of home economist and lawyer and to date it has proved exciting and challenging even though I have not yet completed my law degree. The intricacies of the legislation and case law surrounding family and consumer law gradually unravel as my studies progress and the overlaps between the spheres of home economics and law are becoming more and more apparent. In my two years of study to date I have endeavored to select courses which will best enable me, as a home economist and an educator, to deal with the concerns of the '80s. At the present time, I am conducting research into the consumer redress mechanisms available to the individual with a textile-related complaint.

Since being awarded the Mary Clark Scholarship in 1982, I have continued in my pursuit of my LLB degree at Dalhousie University. During the coming academic year, I will be taking a leave from studies and will join the Faculty of the School of Home Economics at Acadia University. I look forward to this as an opportunity to reacquaint myself with the concerns of home economics education before completing my degree in 1985.

Florence Swan

As a 1972 recipient of the Mary Clarke Scholarship, my professional life had already reached its final quarter. Thus, this story is more in the nature of an epilogue.

From the beginning of my academic experiences, programs were selected which combined concentrations in both education and nutrition, with pursuance of this combination in professional practice.

In the mid-stream of my career, a change was made from nutrition education (public health) to the more structured arena of post-secondary teaching: first at the New Brunswick Teachers College, then at the University of New Brunswick. This, I felt, demanded renewed study from the days of my earlier teachers' certification and formal teaching experiences. Consequently, I attended Summer sessions at U.N.B., Mount Saint Vincent University, Columbia University, and the Pennsylvania State

University. In 1971 I made the decision to enter *Penn State* full-time and work toward a doctoral degree in the home economics education program.

The PhD degree was granted in 1975, which led to promotion from assistant professor to associate professor in Home Economics Education, Faculty of Education, University of New Brunswick in Fredericton. Now, in retirement, I remain active in our professional associations and enjoy, as well, the rich rewards of community volunteer activities.

Judith Lynne Zaichkowsky

I have used the CHEA scholarship towards a doctoral degree in marketing, from the Graduate School of Management, University of California, Los Angeles. My major is consumer behavior. In working towards the degree, I have had to concentrate on psychology (8 courses) and quantitative methods (5 courses), in addition to a core of marketing seminars (8 courses). At the present time I am in my fourth year of study and working on my dissertation. I should be finished in another year or so and this is about average progress in the program. Most students finish in 5 to 7 years.

I hope to return to Canada next year to take a position at a business school. I think my major contribution to home economics will be to help educate future business leaders on the value of a home economist to any consumer oriented industry. I would like to see more companies actively recruiting home economists, rather than home economists chasing too few positions in the business sector. It is easier to change the way things are to what you would like them to be, when you are in a position to do so.

Ruth Binnie Scholarship

Carol McLean

I received the Ruth Binnie Scholarship in its inaugural year of 1978, the final year of my Master of Education program in secondary education at the University of Alberta, Edmonton. At that time I had completed my course work and had begun work on my thesis. My course work had emphasized curriculum development and evaluation, and the research I undertook was a survey study which described the snacking habits and the factors affecting the snacking habits of selected high school students in four high schools in the Edmonton Catholic School System. The underlying purpose was an attempt to better understand the eating behavior of high school students with a view to improving curricula in the nutrition area. Among the most interesting of the findings was that high school students snack frequently but, contrary to popular opinion, generally on foods that are nutritionally and dentally sound.

Following the completion of my master's program, I returned to the Edmonton Catholic School System to teach grades 8 to 12 home economics for two years, thus fulfilling the requirements of the Binnie Scholarship that the recipient teach for two years following the completion of their further education.

In September 1981, I was seconded to the Alberta Department of Education, Field Services Branch, as an Education Consultant (Home Economics). My responsibilities included regulation, inspection, consultation, and development particularly as these pertained to the administration of home economics education in Northern Alberta. In addition, a good deal of time was spent administering to the revising and piloting of a new curriculum for secondary school home economics.

In September 1982, I once again returned to the classroom — this time teaching home economics at the high school level. I have been accepted as a student in the doctoral program in the Faculty of Education, hopefully leading to a degree in Educational Administration. Perhaps another Binnie Scholarship??

Linda Peterat

Since receiving the Binnie Award in 1981, I have studied for a PhD in the Department of Secondary Education, University of Alberta. I have focused on curriculum studies and developed interests in the philosophy of knowledge, linkages between language and knowledge, feminist theory and history, all of which focus back on my central concern with home economics curriculum. The research for my dissertation is a study of the teachers' perspective of curriculum in home economics. It is a descriptive, exploratory study, conducted through interviewing two teachers during a semester in which they were piloting a revision of the high school curriculum.

I have recently taught the undergraduate courses in home economics education at the University of Alberta and am this summer looking forward to teaching family life and home economics education courses at the University of Saskatchewan. Later this year, I anticipate returning to employment at some level within the education system.

Carnation Company Incentive Award

Beverly Fyfe

Upon receiving the award, I have been actively involved as a part-time graduate student and as a technician, both in the Department of Foods and Nutrition at the University of Manitoba.

As a graduate student in the foods area, my MSc thesis research on the baking properties of triticale flour has almost been completed. The purpose of the project was to investigate the relationship of grade, protein content and alpha-amylase activity of triticale grain to the baking performance, in order to determine whether grade alone, or grade in conjunction with specified minimum protein and maximum alpha-amylase levels, would provide a reliable guide to triticale flour quality.

As a laboratory technician in the foods lab, my responsibilities have consisted of planning, supervising and carrying out research on various food projects within the department. My work generally has focussed on food product development, sensory analysis, recipe testing and development, as well as other experimental foods projects.

Elizabeth MacLeod Johnston

When I received the Carnation Award in 1973 I had completed my undergraduate degree in foods and nutrition at Acadia University, N.S., as well as my Masters in Science at Cornell University in 1970. I had been employed as a lecturer in nutrition and food science at Acadia and having discovered that teaching at the university level was both challenging and rewarding I decided to improve my credentials and make university teaching a permanent commitment. In 1973 I began studies towards a PhD degree in nutrition at the University of British Columbia. There, under the direction of Dr. Nancy Schwartz, I studied physicians' attitudes, knowledge and counselling practices in maternal and infant nutrition. With my degree completed in 1975, I returned to Acadia to resume my teaching duties as an associate professor in the School of Home Economics again teaching both nutrition and food science.

My employment at Acadia permits me to work in a number of different areas of nutrition while at the same time allows me to concentrate my research efforts on aspects of maternal nutrition and health.

I have been active in nutrition in-services for home economics teachers and I have developed a course through the School of Education on teaching nutrition to the elementary grades. While on sabbatical leave next year I plan to develop, among other things, a course for home economics teachers on current issues and controversies in nutrition.

I maintain an active membership in the Canadian Institute of Food Science and Technology, the Canadian Dietetic Association, the Canadian Home Economics Association and the Canadian University Teachers of Home Economics.

Lynn Roles

Since I received this award in 1980, my career path has been in the area of foods. During 1980 and 1981, I conducted a research project and in October 1982, successfully defended my master's thesis entitled: "Effects of cooking method, type of package addition and frozen storage on the quality of roast beef prepared in a cook-freeze foodservice system."

(Continued on page 162)

Clothing Fasteners: Ease of Manipulation and Preference among Arthritic Women

Valerie L. Forcese and Elizabeth Shannon

Abstract

This study of women with arthritic hand dysfunctions attempted to determine the preferred type of clothing fastener (buttons, zipper, Velcro, or snaps) when both functional and aesthetic considerations were taken into account. The results revealed that a conventional appearance determined the subjects' preference for each fastener type to a greater extent than did ease of manipulation. The findings of this study also indicated that clothing fastener types must be carefully considered when selecting or modifying garments for arthritics.

Canadian Home Economics Journal Summer, 1983, 33(3), pp. 131-135.

Résumé

Cette étude de la dysfonction arthritique de la main chez la femme se propose de déterminer le type de fermeture vestimentaire préféré (boutons, fermeture éclair, Velcro ou bouton pression) lorsqu'on tient compte autant des considérations fonctionnelles qu'esthétiques. Les résultats indiquent qu'une apparence conventionnelle oriente la préférence des sujets pour un type de fermeture déterminé beaucoup plus que la facilité de manipulation. Les découvertes de cette étude indiquent également l'importance de considérer avec soin les différents types de fermeture vestimentaire lors du choix ou de la transformation de vêtements pour arthritiques.

To persons affected by some form of physical disability, even routine daily activities may present a considerable challenge. One particular challenge is the activity of dressing, which demands high levels of co-ordination, dexterity, balance, and a full range of motion in the limbs. For those lacking any of these abilities, the task of self-dressing may lead not only to fatigue but also to frustration unless considerable care has been exercised in the design and construction of their garments.

Some research on the problem of designing clothes for the physically handicapped has already been done. For example, Reich and Shannon (1979, 1980) have provided a data base which categorizes the most common physical limitations, the clothing needs related to these limitations, and other related needs of the physically handicapped. Other work has noted that some clothing needs go beyond such things as ease of donning/removal and good hygienic and maintenance features, and deal with the social and psychological needs of the wearer. For example, Kernaleguen (1978, p. 4) contends that clothing for the handicapped should, in order of priority, provide "... independence ... appearance comparable to that of others ... concealment of the handicap ... physical comfort ... psychological comfort ... safety ... (and) easy upkeep."

Preliminary research for the present study indicated that the most common physical disabilities involving joints were the inflammatory and non-inflammatory forms of rheumatic disease. One of the major rheumatic diseases, which affects women approximately three times more frequently than men, is rheumatoid arthritis, for which the most common initial occurrence of joint involvement is in the hands. According to Melvin (1978), other forms of joint disease that also occur more frequently in the female population are systemic lupus erythematosus and progressive systemic sclerosis (scleroderma).

Since any form of hand dysfunction will interfere with one's ability to dress and undress, this particular type of disability was the focus of this research. To further define the scope of the study, the use of the hands in dressing was investigated and it was found that the most common motions were grasping, thrusting, pulling, manoeuvering, and fine movements associated with closing or opening

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This article is based on research conducted at the University of Manitoba, Winnipeg during the period from May to October 1980 for a thesis submitted by **Valerie L. Forcese** (BHEc, MSc) in partial fulfillment of the requirements for a Master of Science degree. **Elizabeth Shannon** BSc(HEc) (University of Manitoba), MS (Iowa State University) is Associate Professor, Clothing and Textiles Department, Faculty of Human Ecology, University of Manitoba.

fasteners. It was hypothesized that persons with hand dysfunctions would encounter considerable difficulty in the use of clothing fasteners, and also that this aspect of clothing would offer the most latitude when trying to provide simple design solutions.

Objectives and Hypotheses

The major objective of this study was to find out whether arthritic women have any preference among various types of clothing fasteners, and also to identify the factors which influenced them in making this choice. It was hypothesized that not only their limited hand ability but also the appearance of the fasteners would influence their preferences. In addition, it was felt that the acceptability of some fasteners would be influenced by the type of garment in which they were used.

The study was designed to assess the functional hand ability of arthritic women in terms of their grip strength and dexterity; their ability to manipulate four different types of clothing fasteners; their perceptions of each fastener's handling ease and attractiveness; and their acceptance of these clothing fasteners in various front closure garments. In order to systematically test for the existence of various relationships among the variables chosen to represent a person's functional hand ability, their ability to manipulate each fastener, their preference for each fastener in terms of handling ease and appearance, and their acceptance of each fastener in various garment types, the following hypotheses were formulated (in the null form):

- There is no relationship between a person's hand ability and their ability to manipulate the fasteners.
- There is no relationship between the preference ranking of the fasteners (in terms of both attractiveness and acceptability in various garment types) and the ability to manipulate the fasteners.
- There is no relationship between the preference ranking of the fasteners (in terms of attractiveness) and the acceptability of the fasteners in front closure styled garments.
- There is no relationship between the ease of manipulation of each fastener and the fastener's acceptability in front closure styled garments.
- There is no relationship between the perceived attractiveness of each fastener and the fastener's acceptability in front closure styled garments.

Methodology

Sample

The testing required by the study was carried out in a large Western Canadian city during the period from May to October, 1980. The participants were 50 arthritic women, non-randomly selected from a list of members of the Arthritis Society Self-Help Group and the Arthritis Society Women's Auxiliary Group, as well as some non-affiliated women who had been diagnosed as having arthritis with hand involvement.

The majority of the women who participated in the study had either rheumatoid arthritis, or rheumatoid arthritis in conjunction with another rheumatic disease. The length of time these women had been afflicted with arthritis ranged from less than one year to ten years and over, with the latter category comprising 72% of the sample. The ages of the women ranged from 31 to 82, with the mode being 63 years and the mean slightly over 60 years.

Each of the subjects was tested in her home according to the following procedures:

Manipulative Ability

To test each subject's ability to manipulate the fasteners, two sets of testing vests were designed and constructed (see Figure 1). One set was for women with small to average body size, and the other was for those with an average to larger build. Each set consisted of four vests featuring one of the following centre front closings:

Buttons. Four 15 mm (5/8") diameter, raised rim buttons with plastic shanks, and vertically sewn buttonholes.

Zipper. A nylon separating zipper with a 25 mm (1") diameter metal ring attached to the zipper pull. The zipper was sewn to the vest without a fabric placket.

Velcro[1]. Four 15 mm (5/8") diameter medium strength dots.

Snaps. Four 18 mm (3/4") diameter brass domes and sockets.

One of the four vests was fitted to the subject, who was then asked to completely open and then close the fastener(s), if possible. This was then repeated with the other three vests in the set. For each fastener type, the following information was recorded: opening and closing order; length of time required to open and to close; and the degree of alignment difficulty observed during the closing of the fastener.

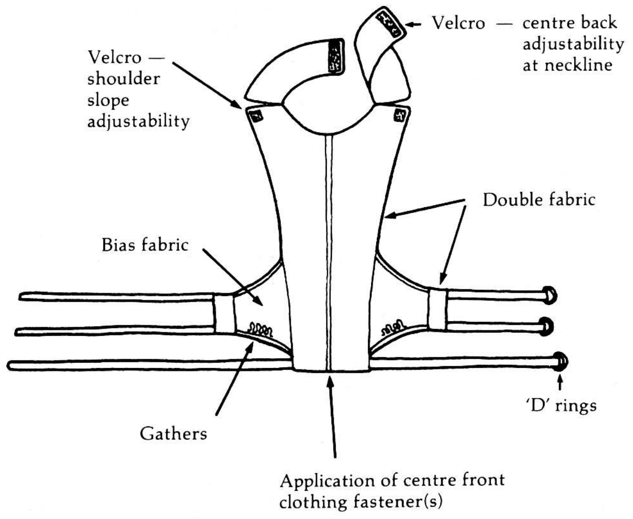
Velcro — centre back adjustability at neckline
Velcro — shoulder slope adjustability
Double fabric
Bias fabric
'D' rings
Gathers
Application of centre front clothing fastener(s)

Figure 1. Vest design details

Attitude Survey

Each subject was asked a series of questions following the use of the vests. To ascertain the subject's perceived difficulty of fastener manipulation, questions were asked to determine which fastener type was thought to be the hardest and which the easiest to use. In addition, the relative difficulty of manipulating each fastener on a ranking scale of 1 to 5 was determined, where a ranking of 1 would indicate the easiest and 5 would indicate the hardest. Similar questions were asked to determine the subject's perceived ranking of the appearance of each fastener.

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[1] Velcro is a registered trademark which will be used throughout this paper to refer to pressure tape.

To determine the subject's preference for clothing fastener types, questions were asked in order to determine acceptance of each fastener type as used in various front closure style garments (including blouses, vests, dresses, jackets, and coats) in terms of a *yes, no,* or *maybe* (undecided) response.

Hand Ability

To test hand ability two procedures were used, one for measuring hand dexterity and co-ordination, and the other for manual grip strength. To test each subject's dexterity and co-ordination, a nine-hole peg board test was constructed according to specifications laid out in the Sister Kenny Institute publication *Technical Manual: Hand Strength and Dexterity Tests* (1977). The time taken to complete the test was compared to an established norm, and a percentile ranking was recorded for each hand. The second test looked at grip strength, tested by use of a sphygmomanometer (blood pressure cuff) adapted according to the method cited in the publication *Rheumatic Disease: Occupational Therapy and Rehabilitation* (1978). The grasping power of each hand was measured and recorded by this technique. Since there was no established norm for the results of this procedure, a scale was constructed based on the distribution of the test measurements.

Hypothesis two tested the relationship between the subject's preference for each of the four fasteners (in terms of attractiveness and of acceptability in various types of garments) and their ability to manipulate them (in terms of perceived handling ease). The crosstabulation of fastener handling ease by the acceptability of fasteners in various front closure garment styles showed higher levels of association, although these varied according to the types of garment in question. For example, the lambda values for the snap fastener varied from 0.05 in dresses to 0.035 in a vest. This variation can be attributed to differences in acceptability, as each fastener's handling ease was only tested once and thus remains constant. In addition, in each of those cases where significant lambda values were observed (a lambda value of 0.15 or greater), low levels of handling ease were associated with low acceptability, and high handling ease with high acceptability. Therefore, the null form of this hypothesis was rejected, as a significant level of association between the subject's preference for each fastener and the fastener's handling ease was identified.

Hypothesis three examined the relationship between the perceived attractiveness of the fasteners and their acceptability in various front closure garments. Again, a significant degree of association was found, but one which varied for each fastener according to which garment type it was related to. As well, high attractiveness rankings were consistently paired with high acceptability, and low rankings with low. Therefore, there seems to be a relationship between fastener attractiveness and the perceived acceptability of fasteners.

Hypotheses four and five both dealt with the acceptability of the clothing fasteners in various types of garments; first, in relation to fastener handling ease, and second, in relation to the fastener's perceived attractiveness. The acceptability rankings were grouped into *yes, maybe,* and *no* categories, and the decision was made to analyze the crosstabulations for each of these three responses separately. In reviewing each set of responses, it was found that both the fastener handling ease and attractiveness rankings were influential in determining the subject's acceptance of the fasteners in the various garment types. For the buttons, attractiveness was more influential than handling ease in determining their acceptability; for the zipper and Velcro fasteners, this distinction was not quite so clear. There was definitely some measure of association between handling ease and attractiveness rankings for these fasteners, although attractiveness appeared to be more influential among the negative responses. On the whole, the snaps were perceived as being difficult to manipulate as well as being the least attractive. This was reflected in the large number of negative responses for the use of snaps in the various garment types. In summary, the testing of these two hypotheses showed that the subject's perceived acceptability of each clothing fastener when used in front closure style garments was more strongly determined by fastener attractiveness than by fastener handling ease.

Conclusions and Recommendations

Disabled persons should have the opportunity to choose clothing which not only fulfills their specific functional and hygienic needs, but their aesthetic and psychological ones as well. Therefore, the designer should strive to provide a *conventional* appearance, while at the same time utilizing the best fastener and garment configuration for the type of disability in question.

Providing this conventional appearance does not mean that any of the functional attributes of the garment have to be sacrificed. Many design options exist which can be incorporated through any of three approaches: custom design work, making major changes to garments, and minor garment alterations. Custom design work, while expensive, is perhaps the most satisfactory in terms of fulfilling individual requirements (if the expertise is available). The second method, making major structural changes to existing garments, is less expensive but still requires considerable design and construction ability. The final alternative, that of performing minor alterations on ready-to-wear garments which already have suitable design features (ones which promote self-help) and which meet certain priorities such as comfort and style, requires the least amount of time and equipment and offers the disabled the best opportunity of becoming involved in the modification process.

In terms of this study and its findings — in particular, that a conventional appearance determined the subject's preference for each fastener to a greater extent than did the ease of manipulation — the following recommendations for selecting and modifying clothing for women experiencing an arthritic hand dysfunction are offered:

Analysis

The interpretation of the results was based on the analysis of modal frequencies and of the crosstabulation of the variables, using non-parametric statistics. Due to the distribution of responses within the various categories, each hypothesis was accepted or rejected according to the relative strengths of the lambda values (Guttman's coefficient of predictability) for each associated set of crosstabulations.

Lambda measurements can take one of two forms; asymmetric lambda measures the percentage of improvement in the ability to predict the modal value (frequency of occurrence) of the dependent variable once the modal values of the independent variable are known (Loether & McTavish, 1977; Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). Symmetric lambda measures the same overall improvement when predictions are made in both directions in a bivariate condition (a "kind of average" of the two asymmetric values). For this study, symmetric lambda values were judged to be more appropriate than asymmetric ones since the analysis made no assumptions as to which variables in each crosstabulation were independent and which were dependent. The minimum symmetric lambda value for accepting a hypothesis was set at 0.15 (representing a 15% improvement in predicting modal values).

Results and Discussion

Manipulative Ability

When the subjects were asked to rank each of the four fasteners in terms of handling ease, Velcro was ranked as the easiest, while the buttons were ranked the most difficult (see Table 1). All of the women were able to completely fasten both the Velcro and the zipper, while only 88% and 80% were able to completely fasten the buttons and the snaps, respectively. At the same time, however, 42% had some difficulty in aligning the Velcro dots, and 22% had difficulty aligning the zipper when fitting the stop into the slider. In comparison, 95.5% experienced no difficulty in aligning the buttons and 90% had no difficulty with the snaps.

Table 1
Perceived Ranking of Fasteners in Terms of Handling Ease
(Modal Frequency in Percent)

	Handling Ease					
	Easiest				Hardest	Row Total
Fastener	1	2	3	4	5	(N=50)
Velcro	52%	34%	12%	2%	0%	100%
Zipper	44%	34%	10%	4%	8%	100%
Snaps	6%	12%	22%	18%	42%	100%
Buttons	4%	4%	26%	20%	46%	100%

Perceived Attractiveness and Preferences

When the subjects were asked to rank the four fasteners in terms of attractiveness, the buttons and the zipper were ranked highest, while the snaps were the least preferred (see Table 2). To test whether the type of garment in which the fasteners were used had an effect on the acceptability of the fasteners, the subjects were asked whether they would accept each type of fastener in a blouse, vest, jacket, dress, or coat. The results for each of the five garment types were very similar; the buttons were the most preferred fastener, and snaps the least preferred. The zipper and Velcro both received a consistently moderate degree of acceptance in each of the other garment types (see Table 3).

Table 2
Perceived Ranking of Fasteners in Terms of Attractiveness
(Modal Frequency in Percent)

	Attractiveness					
	Most Attractive				Least Attractive	Row Total
Fastener	1	2	3	4	5	(N=50)
Buttons	38%	24%	24%	6%	8%	100%
Zipper	34%	32%	16%	6%	8%	100%
Velcro	26%	26%	30%	10%	8%	100%
Snaps	8%	12%	18%	18%	44%	100%

Table 3
Perceived Acceptability of Clothing Fasteners by Garment Type[a]
(Modal Frequency in Percent)

	Garment Type				
Fastener	Blouse	Vest	Jacket	Dress	Coat
Buttons	88%	90%	84%	71.4%	90%
Zipper	42%	48%	54%	69.4%	46%
Velcro	50%	54%	36%	55.1%	36%
Snaps	26%	38%	24%	20.4%	14%
Total N	50	50	50	49	50

[a] Percentages in this table are derived from those subjects who indicated that they would accept each fastener in each of the five garment types.

Table 4
Hand Dexterity Scores Based on Percentile Norms
(Modal Frequency in Percent)

		Right Hand	**Left Hand**
Percentile Level		Frequency	Frequency
Low	10th	72.0%	60.0%
	25th	14.0%	16.0%
	50th	8.0%	20.0%
	75th	4.0%	4.0%
High	90th	2.0%	0.0%
Column Total		100.0%	100.0%

(N=50)

Hand Ability

Most of the women had very low levels of dexterity in both hands, with the majority falling into the lowest possible category established by the Sister Kenny Institute publication (1977) (see Table 4). The test of grip strength also indicated a very low level of ability, with the mode for both hands falling into the second lowest of the seven categories (the lowest being '1 - 10 mm Hg' and the highest '61+ mm Hg').

Testing of Hypotheses

The first hypothesis suggested that there was no link between hand ability (as measured by grip strength and dexterity) and the ability to manipulate the four types of fasteners. It was found in the crosstabulations of the relevant variables that neither grip strength nor dexterity showed any strong or consistent relationships with the ability to manipulate each of the fasteners. Further testing showed that the same was true when grip strength and dexterity were compared with both the level of completion in closing the fasteners and the difficulty in aligning them when closing the vests. Although the results would seem to indicate a link between a person's hand ability and their ability to manipulate the fasteners, the relatively low lambda values associated with each of the crosstabulations does not allow a rejection of the null hypothesis.

- **Fastener Selection.** Buttons are the preferred fastener and should be used wherever possible; however, in cases where a person cannot use them, conventional appearance can be preserved by using Velcro or a zipper in a mock button closure. One should avoid using fasteners such as snaps that require normal levels of strength and dexterity in the fingers and hands.

- **Modification.** Another alternative is to modify existing clothing fasteners for easier use. Add a ribbon or a ring to zipper pulls to increase the grasping area; use non-separating zippers; use buttons with raised rims and shanks; use elastic thread to sew on buttons; and use a button or an ornament to aid in aligning Velcro fasteners.

- **Placement.** Place all fasteners within easy reach and sight, and choose garments with features such that less attractive but more functional fasteners can be utilized in a concealed position.

The problem, then, is for the designer to produce garments which are conventional in appearance and yet function in a non-conventional manner during the dressing process. To achieve this, more research must be directed towards the techniques of dressing not only for arthritics but for disabled persons in general. Specifically, the relationship of garment features to the process of dressing among those with some form of hand dysfunction (due to arthritis, other diseases, or injury) should be examined. In the meantime, however, it is believed that the recommendations and observations offered here provide sufficient information for useful steps to be taken. It is hoped that the opportunity and the challenge will be accepted. ●

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A Self-Directed Approach

(Continued from page 126)

their professional development toward learning more about teaching methods and materials, educational evaluation approaches, and new knowledge about learning and development. Administrators may organize themselves according to aspects of program development, administration, evaluation, and personnel. Faculty members usually organize around their major functions of teaching, scholarship, and public service. The way we keep our calendar or appointment book with notes on events, people, meetings, and things to do can greatly enhance our professional development planning. For example, some people find it helpful to keep diaries, notebooks, or learning logs of professional activities and results.

Organizing also involves developing appropriate networks of colleagues for regular consultation and exchange of ideas and information (Rivers, 1972). Consultation with trusted others has already been mentioned as an important element of both the self-assessment and planning phases. Organizing networks of professional friends with similar interests may include:

- scheduled meetings or telephone calls to speak about particular concerns;
- regular letters to a group of colleagues to discuss specific issues;
- engaging in Delphi sessions and other future-casting exercises to explore innovation ideas; and
- exchanging draft proposals, reports or articles for critical comments.

Conclusion

The issues bearing on your professional development may be vague, elusive, and complicated. They certainly are important. However, the approach presented here involves a process which should help to clarify and simplify while still being meaningful and profound.

The approach recognizes the self-directedness of professionals. While the activities described seem to follow a logical sequence, they should not be regarded as a series of required steps. You should feel free to invent alternatives, drop some of the steps, use your own words, and in every way take ownership of your own professional development planning process. But the basic components should be helpful as a guide whether you intend to pursue your professional development formally (as in a university degree program), non-formally (as in continuing education seminars and short courses), informally (as in learning through on-the-job experience), or which is more likely, by some combination of these formats. ●

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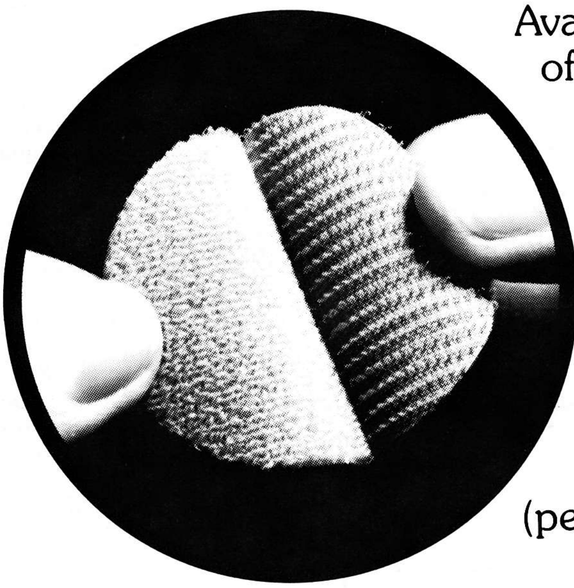

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Research Section

Factors in Consideration of Moving by Older Rural Men

Norah C. Keating and Gretchen P. Brundin

Abstract

Rural residents in the young-old stage of the life cycle are residentially stable and yet many consider moving as a solution to changing housing needs. Data from interviews with 49 rural men showed that factors related to contact with children and retirement status affect consideration of moving. A two-phase process of housing adjustment is proposed.

Canadian Home Economics Journal Summer 1983, 33(3), pp. 137-140.

Résumé

Les résidents ruraux au stade jeune-vieux du cycle de la vie sont stables d'un point de vue résidentiel; pourtant, nombreux sont ceux qui considèrent le déménagement comme une solution aux besoins changeants de l'habitat. Les résultats d'interviews avec 49 hommes de milieu rural indiquent que les facteurs liés au contact avec les enfants et au statut de la retraite affectent la perspective du déménagement. On propose un processus à deux phases pour une mise au point de l'habitat.

Decisions about housing adequacy and location represent major choices made by a family throughout its lifetime (Gallogly, 1974). As age increases and participation in occupational and other economic activity decreases, the context of the household and neighborhood assumes even greater importance in terms of time and energy resources (Montgomery, 1972). The housing environment has been characterized as the single most important physical resource of the older person.

Much of the traditional research on housing has been focused on one outcome of decision making about housing, residential mobility. This outcome has been shown to be relatively uncommon for older people. Whereas 80% of young adults may change residence in a five-year period, only 30% of those over 50 are mobile (Stone, 1979; U.S. Census, 1975). Some groups of older people are particularly stable. These include people who reside in a rural area, are self-employed, are part of a family network and have relatively little formal education (Goldscheider, 1966; Goldstein, 1967; Stone, 1979).

There is some evidence that housing needs of older people do change since as many as 60% actually consider moving (Goldscheider, 1966; Morris & Winter, 1978). However, perhaps because of their residential stability, little research has been focused on that segment of the contracting family called the young-old, aged 50-70 (Neugarten, 1974). Most studies have been of needs of those over seventy, often done in conjunction with moves to institutional settings. Hence, little is known about factors affecting the housing needs of the young-old, of the relationship between life cycle events and consideration of moving or of the reason that consideration of moving leads to residential stability for most.

The purpose of this study was to ascertain, for a group of residentially stable young-old men, which elements of the life cycle stages of the young-old are associated with consideration of moving.

Housing Adjustment and the Young-Old

Two predictable events that occur during the young-old stage of the family life cycle are the launching of children and retirement from work. According to the argument that structural and functional family changes lead to new housing needs, both events might be expected to precipitate a reassessment of the housing environment. Concurrent with these family events is the aging process itself with its associated concerns about health and independence, often cited as reasons for residential mobility of the old-old.

The launching of children marks entry into the contracting phase of the family life cycle. The structural change caused by a reduction in the number of family members appears to precipitate consideration of moving (McCarthy, 1976; Yee & Van Arsdol, 1977). Compared to earlier life cycle stages, however, those in the launching stage are less likely to carry out their plans to move (Yee & Van Arsdol, 1977). The relative ease of adjustment to surplus space is one possible explanation for this finding although others such as emotional attachment to place may also be influential.

Subsequent to the developmental task of launching children is that of maintenance of contact with those children (Duvall, 1977; Rodgers, 1973). Researchers have shown that most older people have frequent contact with their adult children and that the desire to be near children is instrumental in many moves by older residents (Cleland, 1965). One would expect that those older people who currently have frequent contact with their adult children would be less likely to consider a change in residence than those who do not. Yet to be determined are whether launching of children or subsequent accessibility of children are associated with consideration of moving by those in the launching and empty nest stages of the family life cycle.

Retirement from work is another predictable event which occurs during the latter stages of the family life cycle. Involvement in work is known to be associated with low residential mobility of older workers (Barsby & Cox, 1975). Similarly, retirement is associated with moving activity (Montgomery, 1967). Although there are no data on how work status affects consideration of moving, freedom from the constraints of the work role provides at least increased opportunity for

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mobility. It may be that anticipation of exit from the work role during the pre-retirement stage prompts consideration of moving which may occur after the retirement event.

Consideration of moving around the time of exit from the work role may be influenced not only by retirement status but also by type of occupation. Some occupational groups such as farmers and small business owners are known to be residentially stable. It has been suggested that such people are likely to delay retirement by virtue of the absence of an imposed retirement event and by the difficulty of divesting themselves of their capital investment (Keating & Marshall, 1980).

Researchers have speculated that launching of children and loss of the work role are associated with consideration of moving. In addition, there are at least two factors associated with the aging process which might prompt consideration of moving. First, perceived poor health is likely to influence perceived ability to cope with the physical environment (Gelwich & Newcomer, 1974). Second, changes in physical status, or awareness of the possibility of such changes, may influence perceived ability to gain access to services or to maintain contact with ones social network (Gelwich & Newcomer, 1974). The rural elderly may be somewhat more aware of these issues because of distance, lack of transportation and paucity of community support services.

It seems likely that the young-old who assess their health as relatively poor or who see themselves as isolated from their social network will consider moving as a solution to these deficits.

Factors associated with the launching of children, with retirement status and with the aging process all are likely to be associated with consideration of moving by the young-old.

Research Methods

Sample

The sample from which this report is drawn was purposively drawn with characteristics of the most residentially stable of the young-old. It comprised 49 rural couples including 25 farm couples and 24 non-farm couples who owned small businesses. The criteria for inclusion in the study were: married couples in which the husband was between 50 and 70 years old; the husband's occupation was or had been either running his own business with less than 10 employees or farming; and the wife was not employed outside the family business.

Only responses from husbands are reported here.

Respondents were residents of three small rural communities each within 50 km of a large Western Canadian city. Generalizations beyond the sample must be considered within the sampling limitations.

Twenty-five of the respondents were in the retirement phase of the life cycle. All but one of the respondents owned their own homes. Most (85%) had less than high school education and all had children.

Research Instrument & Procedure

The research instrument was an interview which included the following sections:

- Demographic variables.
- Timing of the process of retirement.
- Planning concerning resources (housing, money & capital, time & health).
- Planning concerning relationships (with spouse, children and members of one's social network).

The dependent variable for this study, consideration of moving, was a dichotomous variable. There were three sets of dichotomous independent variables: launching of children (presence of children in the home; amount of contact with children), retirement from work (retirement status; type of occupation) and the aging process (perceived health; perceived isolation from social network). Two items, weekly contact with children and health status, were dropped from the analysis because they did not vary. Only 6.1% of the sample had less than weekly contact with children. Only 11.3% reported that their health was poorer than that of other people their age. The lack of variance in amount of contact with children and perceived health confirm for this sample what has been found with other groups of older people. Most have been found to be in frequent contact with their children (Shanas, 1979) and to perceive their health to be as good as or better than other people their age (Tornstram, 1975).

The research instrument was developed and pretested by the authors. Sample couples were interviewed concurrently but separately in their own homes. Interviews were approximately one hour long.

Data Analysis

Unit of Analysis. The focus in this study on family life cycle events presumes the couple as the unit of analysis. However, since many of the independent variables are nominal, the usual methods of determining a couple score through means or discrepancies was not possible. In addition data on most of the independent variables (presence of children, retirement status, type of occupation) were identical for men and women. Since one cannot assume independence of response from couples, only the data from the 49 men in the study are reported here.

Statistical Analysis. Crosstabulations were run between consideration of moving and each of the independent variables (Table 1). Crosstabulations were also run controlling for retirement status and type of occupation (Table 2).

Frequencies on several variables not used in the preceding analysis are presented in the text of the discussion. These include the following single item variables: reasons for remaining in present residence, reasons for a possible future move and perceived health status.

Findings

Importance of Life Cycle Factors

Two family life cycle events were found to be associated with consideration of moving (Table 1). The first, associated with the launching stage, was presence of children at home. The second, associated with retirement, was being pre-retired. Perceived isolation from social network was not found to be associated with consideration of moving in the near future. There are indications of interaction effects between presence of children and retirement status. No interaction effects were apparent for type of occupation by retirement status (Table 2).

Launching of Children

Presence of children in the home. Presence of children was associated with consideration of moving. A probable explanation is that it is anticipation of a change in housing needs which prompts consideration of moving. In the case of launching of children, anticipation of surplus space

Table 1
Relationship Between Consideration of Moving and Life Cycle and Isolation Variables: Main Effects

	Consideration of Moving		
	Have never thought about moving	Have considered moving	N
Launching of Children			
Children Present	33.3%	66.7%	(18)
Children Absent	58.1%	41.9%	(31)
Retirement from Work			
Retirement Status			
Retired	64.0%	36.0%	(25)
Pre-retired	33.0%	66.7%	(24)
Type of Occupation			
Business	48.0%	52.0%	(25)
Farm	50.0%	50.0%	(24)
Isolation from Social Network			
High Perceived Isolation	45.5%	54.5%	(11)
Low Perceived Isolation	50.0%	50.0%	(38)

Table 2
Relationship Between Consideration of Moving and Life Cycle Variables: Frequencies, Interaction Effects

	Consideration of Moving		
	Have never thought about moving	Have considered moving	N
Launching of Children (Controlling for Retirement Status)			
I Pre-Retired			
Children Absent	33.3%	66.7%	(12)
Children Present	33.3%	66.7%	(12)
II Retired			
Children Absent	73.7%	26.3%	(19)
Children Present	33.3%	66.7%	(6)
Retirement from Work (Controlling for Type of Occupation)			
I Farm			
Retired	66.7%	33.3%	(9)
Pre-retired	40.0%	60.0%	(15)
II Business			
Retired	62.5%	37.5%	(16)
Pre-retired	22.2%	77.8%	(9)

prompts consideration of moving. For those whose children are launched, apparent adaptation to surplus space leads to residential stability, lack of perceived housing deficit and consequent lack of plans to move.

Contact with children. While infrequent contact with children might prompt consideration of moving, only 6% of this group reported less than weekly contact with children and almost all had children living within a 25-mile radius. Children were not so much a reason for moving as a reason for staying in the present location.

When asked their reasons for remaining in their present location many men said they would likely stay at least in the same area since many of their adult children were involved in taking over the farm or business, and the older couple wanted to be available to offer both physical and emotional support. Maintenance of a home base is also perceived as an important task by older families (Duvall, 1977). Feelings of attachment to home and the provision of a place for children to visit were of central importance to the residential stability of these men.

Although the anticipation of change in family structure created by children leaving prompts consideration of moving, continued accessibility of these children is an over-riding factor in subsequent residential stability. When asked to think in terms of a prospective move, the location of that new residence was most often defined in terms of the location of children. Children of the men in this study may have been more intimately associated with their parents by nature of their involvement in the family enterprise. Therefore, the desire for contact with adult children may have a more powerful influence on residential stability for this particular group of older individuals than for other older people.

Retirement from Work

Retirement Status. There was also an association between being pre-retired and consideration of moving. Whereas almost 67% of the pre-retired group had considered moving, only 36% of the retired group claim to have considered this action.

Frequencies shown in Table 2 show interaction effects between retirement status and presence of children. Those who are pre-retired consider moving regardless of the presence of children. 66% of those with children present and 66% of those with children absent considered moving. For pre-retirees then, retirement status is the important factor in consideration of moving.

The interaction between retirement status and presence of children is different for retirees. Presence of children is associated with consideration of moving. However, if children are launched, the majority of retirees report no consideration of moving.

When asked what might prompt consideration of moving in the future, 60% of the retired men cited fear of poor health or physical incapacitation. The pre-retired were more apt to consider a future residence in terms of retirement, of location, or of attributes of the dwelling. Many looked forward to moving to a smaller, more convenient place, close to friends and children. Factors prompting consideration of moving during pre-retirement are qualitatively different from those affecting consideration of moving during retirement. In the former, consideration of moving is prompted by anticipation of a positive situation of a more pleasant physical environment or more contact with friends and children. In the latter case, moving is seen more negatively as a response to possible future health problems.

Type of Occupation. There was no association between type of occupation and consideration of moving (Table 1). Nor were there indications of interactions between type of occupation and retirement status. The majority of both pre-retired farmers and business owners considered moving while the majority of retirees in both occupations reported no consideration of moving (Table 2).

Isolation from Social Network

The aging process and associated changes in health did not contribute to current perceived housing deficits for this group. Almost all (89.7%) reported that their health was adequate and did not affect their ability to make contact with their social network. However, when they were asked to give reasons for possible future moves, 51.3% gave reasons associated with anticipated poor health or the negative effects of aging. For example, several worried about a future time when they might no longer be able to drive. Their concern was that this would result in isolation from members of their social network. These articulated concerns support Morris & Winter's (1978) suggestion that, for the elderly, the impetus for considering an adjustment to their housing situation comes from changes that are expected to occur at some future time.

Conclusions

Although the presence of children is associated with moving intentions, for this group the most important factor in consideration of moving is retirement status. If home and business are closely tied as they were for this group, then planning for retirement also logically includes consideration of moving. It is only retirees with children at home who are likely to be considering a move. For them the task has not been completed of adjusting to the surplus space in the absence of children.

Of interest is the finding that type of occupation was not associated with consideration of moving. The lack of difference between business owners and farmers may reflect the fact that both groups are planners by virtue of being self-employed. Planning for retirement encompasses planning for various elements of ones' life, including where to live. The more important dichotomy related to type of occupation may be self-employed versus employee. The employee is not obliged to plan for exit from work as most employers still have an age at which employees are encouraged if not obliged to retire. Hence he might be close to retirement but have not thought about such issues as moving. In addition business owners and farmers in this study had many common elements in their lives. They lived in the same rural communities. All were married and had children, friends and neighbors who lived close by. These similarities apparently override any differences in the physical location of home and work.

Consideration of Moving and Housing Needs

Evidence from this study of older people expected to be among the most residentially stable is that even in such a group, housing adjustment is an ongoing process. Three findings from this study warrant further study on other groups of young-old.

- **Present Versus Future Adjustment.** Housing adjustment for this group includes both present and future considerations, each of which carry specific concerns related to the stage of the family life cycle. Consideration of moving in the young-old phase seems to be prompted by the anticipation of two life cycle events, launching of children and retirement from work. Launching of children prompts consideration of residential change because of reductions in family members present in the household. Retirement provides anticipated freedom to move to be near children as well as freedom from work constraints. Factors such as the continued accessibility of children and a stable social network are associated with a rejection of consideration of moving by retirees. Consideration of moving during the future old-old phase is seen more negatively and is precipitated by concerns about change in health status. Two questions arise from these findings. Is housing adjustment of the young-old a two-phase process with concurrent present and future considerations? Are the factors found to be associated with present as well as future consideration of moving for this rural sample the same as for other groups?

- **Perceived Housing Deficits.** There is general consensus that among the most highly valued housing norms in North America are home ownership, residence in a single-family dwelling and independent living (Montgomery, 1980). All of these conditions were present for sample members in this study, yet half had considered moving. It may be that sample members perceived no current housing deficits but anticipated future difficulties. Also of interest is the reference used to determine housing deficits. Perhaps one reason the young-old are residentially stable is that they compare their housing situation favorably to that of the old-old.

- **Indicators of Housing Adjustment.** Morris & Winter (1978) have said that in order to adjust their housing situation, a family's first preference would be to change residences. However, although over half of the older people in this study had considered moving, only 10% had definite plans to move. The residential stability of this group could be taken as evidence that older rural families modify their housing norms as their way of adjustment to their housing situation. However, the more powerful influence on residential stability could be factors related to their life cycle stage. They include those which positively influence stability (ties to social network, attachment to residence) and those which negatively influence opportunities for mobility such as reduced income. For this group, change in residence seems not to be their preferred mode of adjusting their housing situation. ●

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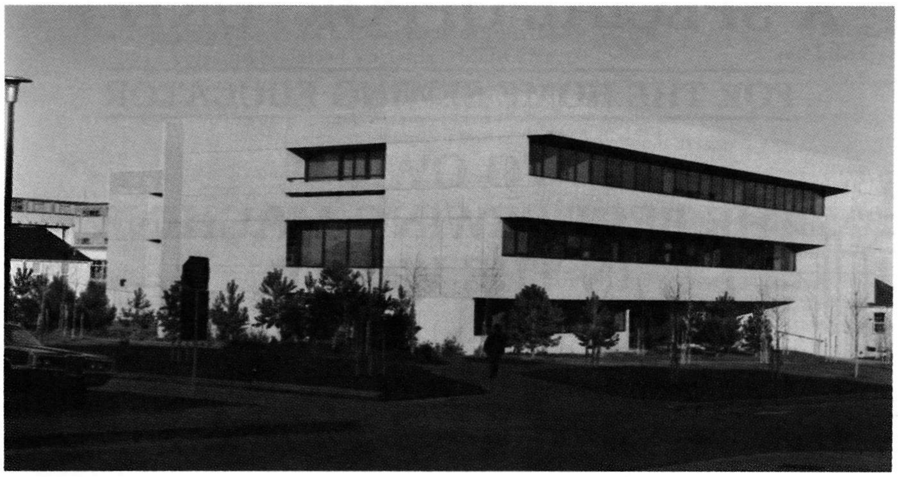


New Home Economics Building at UBC

The new School of Home Economics building at the University of British Columbia was dedicated Thursday, March 10, 1983. Participating in the dedication ceremony were J.V. Clyne, Chancellor of the University; Dr. Michael Shaw, Vice-President, Academic (representing President Douglas T. Kenny); Dr. Robert M. Will, Dean, Faculty of Arts; and Dr. Roy H. Rodgers, Director of the School of Home Economics. Many faculty, students, alumni, and friends of the School were present to witness the unveiling of a commemorative plaque in the foyer of the building.

This dedication ceremony was one of a series of activities held during Dedication Week for the new building. Among the activities were lectures by two distinguished visitors: Dr. Helen Guthrie, Pennsylvania State University, who spoke on "Nutrition — Scientific Realities and Social Expectations", and Dr. Reuben Hill, University of Minnesota. Dr. Hill's address, "Family Studies in Home Economics: Toward a Theoretical Orientation", will be published in a later edition of the *Canadian Home Economics Journal*. Faculty and students in the School prepared exhibits, gave demonstrations, and were available to interact with the public during a five-day Open House, March 9-13.

The new building is a three-story, L-shaped building which not only doubles the amount of space previously available to the School but also expands considerably the kinds of activities which can be carried out within the School. Among the kinds of facilities new to the School are:

- two teaching/research laboratories in human development and family resource management. Both have audio- and videotaping capabilities, and the human development laboratory also has a demonstration unit. The two laboratories share a viewing room with one-way windows.
- a statistics unit which includes both a classroom for teaching research methodology and statistics, and a laboratory/working room for faculty and students.
- an audiovisual unit, with space for the preparation, viewing, and storage of a wide variety of audiovisual equipment and materials.
- individual research laboratories for faculty members in the Division of Human Nutrition.

For the first time, the School also has office space specifically designated for the use of graduate students and research assistants.

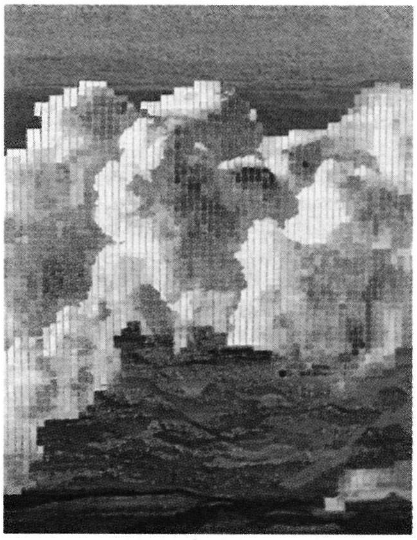
Other facilities in the new building, while not new kinds of spaces in the School, are considerably improved in both design and function. Teaching laboratories have been provided for nutrition, foods, meal management, clothing, textiles, and design. In addition to the usual equipment found in these laboratories, each now has full audiovisual capabilities which can be linked to other spaces in the building. Major improvements have also been made in the animal research laboratories. In the words of one faculty member, these facilities are now "exquisite"!

Space designated for student use has also been expanded and now includes a lounge area with kitchenette, an office for the Undergraduate Society, work rooms for student projects and committee meetings, and an undergraduate reading room. This latter room has been named for Charlotte Black, Director of the School from 1946 to 1965. The faculty lounge has been named for Margaret MacKinnon, longtime secretary of the School who retired in 1981.

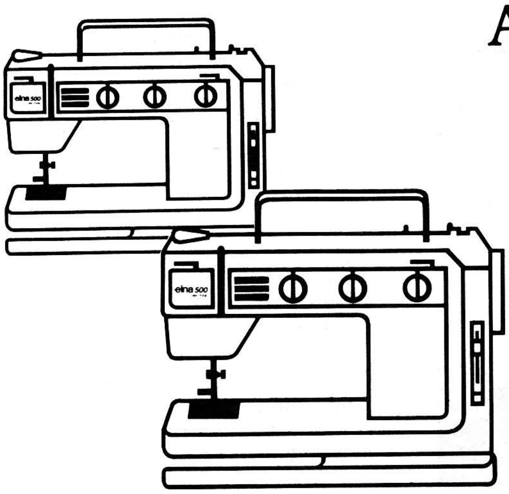
In addition to the specialized laboratories and classrooms, the building also has a number of general classrooms and seminar rooms located throughout the building. These general teaching spaces are available for use by other departments on campus.

The building, designed by the architectural firm Dalla Lana/Griffin of Vancouver, incorporates a number of energy-efficient features, including a three-story open foyer, with a glass south-facing wall. Dominating this foyer is a tapestry, "Clouds", designed by faculty member Joanna Staniszkis and woven by students in the School. The blue and mauve colors found in this tapestry have been used throughout the building in both furnishings and wall and floor coverings. •

Submitted by Margaret Arcus and Win Bracher



"Clouds" designed by J. Staniszkis



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Thebacha College, Fort Smith, Summer '82 Nutrition for Today Class Mount Lecturer, Glenda Everett, in centre

Invitation North

Access to preparation as a professional home economist

Marilyn McDowell

Mount Saint Vincent University is involved in a project which is intended to make university education in home economics more accessible to native Northerners.

Concern over changing patterns of living among Canada's indigenous population has been expressed by native and non-native observers alike. Many of the concerns and the efforts to overcome them will be familiar to home economists: the Berger Inquiry, the most recent and extensive study of changing conditions in the North; the Nutrition Canada Survey; the Hudson's Bay Company's education projects. Others are less widely known: in the mid '70s the Hunters and Trappers Association of the Northwest Territories introduced a land food redistribution scheme in two communities. The myriad of federal and territorial government departments responsible for various aspects of regulating and inspecting food co-operated to allow redistribution and sale of land food. In the Eastern Arctic the initial project has expanded from an outlet in Frobisher Bay to include retail outlets for game meat in several Baffin Island communities. These operate under the aegis of the Federated Arctic Cooperatives.

The Nutrition Liaison Committee of the Northwest Territories completed a study of Northern indigenous and imported foods. Availability, costs, and nutritional value of imported foods was documented in this survey. Since 1979, the Native Women's Association of the Northwest Territories has operated the home management program in several communities of the Mackenzie Valley. Home management specialist positions are filled by native women as well as by home economists from Southern Canada. More recently, Inuit women on Baffin Island have been attempting to organize an association which would address problems and perhaps initiate programs of information exchange, data gathering or education in their region. In spite of the awareness of the significance of changing patterns of family life, food and nutrition patterns, few Indians and Inuit pursue professional preparation in home economics.

Factors Responsible

While several factors may be responsible for the lack of professionally trained home economists among the native populations, one of the major problems has been the need to leave the home community and family members to study at the university level. It was this obstacle that Mount Saint Vincent attempted to overcome by sending the university north to the people. A number of Canadian universities offer credit and non-credit courses in various communities across the North: those with a particular Arctic or sub-Arctic focus such as Arctic ornothology, plant ecology, geography, geomophology, tend to attract Southern Canadians north in the summer, while extension offerings during the year in social sciences or humanities appeal to non-native persons living in Northern Canada. Native people have been involved in varying degrees in nutrition related projects undertaken by several universities.

Mount Saint Vincent faculty offered a university credit course off-campus during July 1982 in Fort Smith, Northwest Territories. The course is listed in the university calendar as *F&N 105, Nutrition for Today*. It is usually taught on campus over one semester of 13 weeks, or in summer, intensively over a three-week period. In Fort Smith, classes met every morning for three hours for three weeks. During the afternoon, study and activity sessions were structured to help students assimilate the material. Afternoon sessions included study skills, communications, review of research, preparation of papers, bibliographies and a 15-minute exercise period to emphasize the importance of healthy lifestyles.

The course was taught by Alleyne Murphy, a professor in foods and nutrition, assisted by Glenda Everett. Classes, students and faculty were housed at Thebacha College in Fort Smith. As project director, I was on site for most of the first two weeks. It was considered crucial that this first endeavor be handled well, and we were fortunate to have the course taught by faculty whose professional and personal qualifications were of the highest calibre. Information and initial arrangements were handled by the Native Women's Association of the Northwest Territories. Close collaboration followed with Health and Welfare Canada's nutritionist for the Northwest Territories. Senior and support staff at Thebacha College generously gave their facilities and assistance.

Dr. Marilyn McDowell, now Chairman of the Home Economics Department at Mount Saint Vincent University, began an involvement in Northern education as Community Teacher in Hay River, Northwest Territories in 1959.

Introductory Level

As the number and name indicates, the course, F&N 105, Nutrition for Today, is taught at the introductory level. The course is one that is normally offered to non-majors. It was designed to meet the needs of individuals who required some scientific background in nutrition, but who may not intend to specialize in the subject.

A textbook was not selected for the course in Fort Smith as none available was considered entirely suitable. A number of basic nutrition reference books were available, as well as a selection of printed materials, some of which are used for education in Northern communities. End-of-course evaluations indicated that these students, like others enrolled in introductory level courses, prefer to have one textbook assigned which can be used as a primary reference.

As well as using the usual nutrition texts and other published material, students examined research carried out in Northern communities. This turned out to be a fascinating experience, for although all of our students had encountered researchers from outside the Northest Territories, not one had ever seen or heard results of any research conducted in the North. Northerners have long claimed that researchers come into their communities to study their behavior and give little explanation, before or after, of their intentions or their findings.

All Native

Class members were all native Northerners with one exception. They were registered as mature students — technically those who have been out of school for at least five years. While one or two students had completed Graduate Equivalency Diplomas, most had left school before reaching or completing high school. Crucial to their success was their motivation, innate intelligence and self-discipline to organize their schedules and attend to the task at hand. Half the group enrolled in the course for university credit, half were audit students.

Content covered in the course focused on mastery of fundamental concepts in nutrition. The course was organized to cover the following topics:

Week I

- The relationship of food to health
- Why we eat the way we do and why some people eat better than others
- The nutrients in food — protein, vitamins, minerals

Week II

- How to decide what will be eaten each day
- Obtaining the food supply - shopping, hunting or gathering, label reading
- Caring for food at home
- The place of snacks in the diet
- Weight control and exercise

Week III

- The pregnant and nursing mother
- Infants and young children — food for growth
- Alcoholism
- Nutrition and dental health
- Diabetes, gall bladder and circulatory disease.

Written Tests

Evaluation of student performance was based on written tests administered at the end of each week, weekly projects which included abstracting articles from research literature and two written reports, one, an analysis of a dietary recall, the second, a paper on a topic of the student's choice, for example, nutritional needs during pregnancy, the value of breast milk for infant feeding. Appropriate bibliographic references were required for written assignments.

A participatory atmosphere so desirable in an adult learning situation was established in Fort Smith. While the course was carefully structured, the atmosphere was relaxed and faculty-student interaction was encouraged. The attitude was taken that all participants, lecturers and learners alike, would learn during the three weeks, and that the experience would be both stimulating and enjoyable. Almost immediately, students initiated informal discussion with faculty on various aspects of the subject area and course delivery. As mature learners they assumed responsibility for their own learning, and participated actively in the teaching-learning interaction process.

In Fort Smith, audit students were encouraged to try the end-of-the-week tests and were given assistance in reading or writing questions where necessary. For students enrolled for course credit, academic performance was very acceptable with the grade distribution falling in the average range. All members of the group, including audit students, demonstrated that they had learned. Examinations required more than recall of factual material: application, evaluation and synthesis of nutrition knowledge was required.

Motivated

Northern students found the course demanding both intellectually and in terms of the time required for study. However, for this group, the experience was exhilarating. All of the women were well-motivated. They expressed their reaction to the impact of the amount and depth of material that was presented. They claimed they had no idea that there was so much to learn. The learning style of these Northern students was noticeably different from that of students one meets on campus in Southern Canada. Northerns are able to retain information from the lecture presentations without relying on note taking. The more highly developed perceptual abilities of Northerners, which have been documented, were borne out by our experience during this course.

Tentative plans are underway to offer a second course, *F&N 104, Today's Food*, during Summer '83. The course provides an overview of the world's food supply and the changing pattern of the supply related to needs. Investigation of issues related to the safety, nutritional value and consumer acceptance of food are examined. The course content has particular relevance to the concerns of Northerners. While the normal requirements for university entrance include completion of the formal requirements of high school graduation, those who have been out of school at least five years, and who have demonstrated their capability in employment or private studies, may be granted special entrance under the University's Mature Admissions Policy.

Special Interest

Mount Saint Vincent University traces its history to a time when university education for women evoked little interest. The college, evolved from this concern, became a university in 1966. Although it now accepts men as non-resident students, the university endeavors to prepare women for their changing responsibilities and a rewarding life and provides women with opportunities to return to university after marriage through programs of continuing education and summer school. The purpose and philosophy, as stated in the university calendar, is embodied in this Northern project. Funding assistance comes from the Donner (Canadian) Foundation. ●

19th Century Plains Indian

Robe Painting

Wearable Art Form

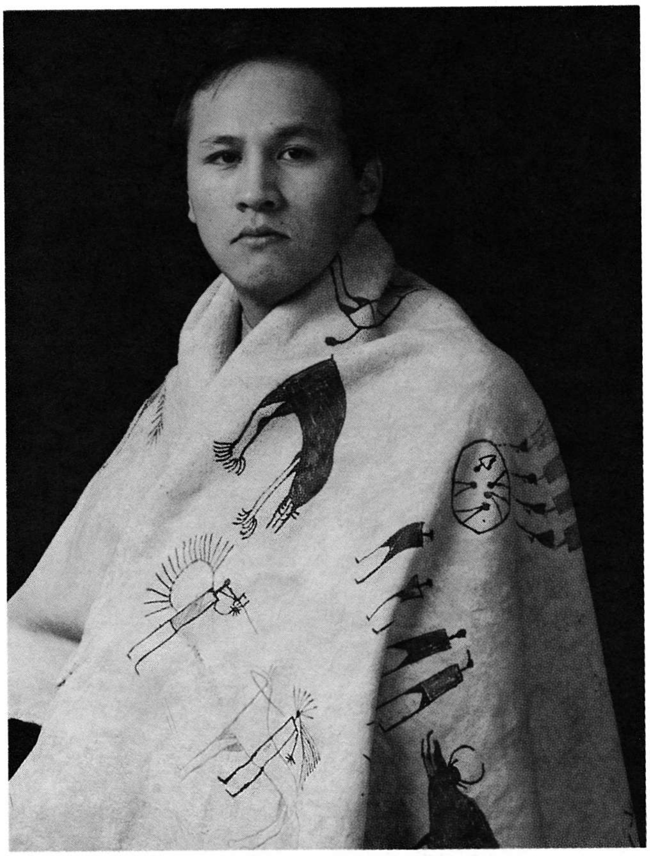
Gerald R. McMaster

The painted robes worn by men, women and children,
on the Great Plains of North America,
were not only warm but were beautiful,
and held an important value
to those wearing them.

The robe by definition is a long, flowing garment worn on formal occasions. To Indians living on the Great Plains of North America, the robe was an overcoat to protect them from the elements. A robe obtained from the hide of the American bison usually retained its natural outline after being properly processed. However, not only was it a functional protection, it was also beautifully painted. It was at that point the animal hide became a robe and a work of art.

The flat land of central North America is known as the Great Plains. It covers an area stretching from the North Saskatchewan River in the north to the Rio Grande River in the south, and from the Rocky Mountains in the west to the Mississippi River in the east.

The native Indian inhabitants of this area during the 19th century were comprised of several linguistic stocks and included such tribes as the Assiniboine, Blackfoot, Plains Cree, Plains Ojibway, and Sarcee of the Northern Plains; the Arapaho, the Arikara, Cheyenne, Crow, Dakota (Sioux) and Mandan of the Central Plains; and the Comanche, Caddo, Kiowa and Pawnee of the Southern Plains.



Gerald R. McMaster, Curator of Contemporary Canadian Indian Art with the National Museum of Man, Ottawa, received his BFA from the Minneapolis College of Art and Design. He has taught in the Indian Art Studies Department at the Saskatchewan Indian Federated College, University of Regina.

Abstract

The Indians of the Great Plains of North America once wore some of the most magnificent works of art in the form of bison robes. From the earliest known examples collected at the beginning of the 19th century until the last quarter, these robes found in many of today's museums give us a chance to look at their distinctive characteristics of style, meaning and value. Bison robes were painted in a variety of modes by male and female artists. These forms of expression were to become obsolete and their function gradually replaced by new materials.

Résumé

Les Indiens des Grandes Plaines d'Amérique du Nord portaient autrefois, sous la forme de robes de bison, quelques-unes des plus splendides oeuvres d'art. Depuis les tout premiers exemples datant du début de 19è siècle jusqu'au dernier quart du siècle, ces robes que l'on trouve dans beaucoup de musées contemporains nous donnent l'occasion d'observer leurs différentes caractéristiques de style, signification et valeur. Les robes de bison étaient peintes selon des modes variés par des artistes hommes et femmes. Ces formes d'expression tombèrent en désuétude et leur aspect fonctionnel fut peu à peu remplacé par de nouveaux matériaux.

This is the second of a series of four articles on the relationship between textiles and culture commissioned by the International Development Committee of CHEA with financial assistance from the Canadian International Development Agency.

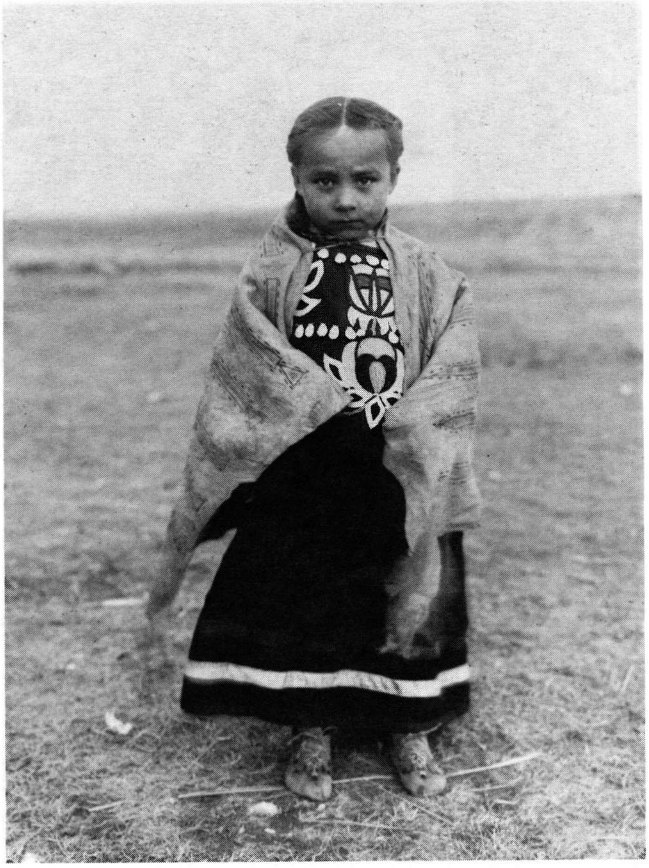


Figure 1. Rose Running Rabbit, Blackfoot. Wearing a painted deer-hide robe, ca. 1928. Robe in the collection of the National Museum of Man, Ottawa. Cat. no. V-B-132. Photo no. 71-429.

These tribes relied heavily on the roaming herds of bison for their livelihood. The large, shaggy-haired bison numbered in the millions. As this animal constantly searched for fresh grazing land the Indians followed closely behind. To the Indians the bison was a store-house :meat, tongue and entrails for food; hide and hair for many utilitarian objects; bones and horns for utensils; and the skull for use in many religious ceremonies. Because of all this, the animal was a sacred symbol.

The introduction of the horse in the late 18th century contributed to the Plains Indian way of life. The *Big Dog*, as it was known to many Indian tribes, made hunting bison much easier. To speak of its economic value is one thing, but its social prestige was another. A man's wealth was often measured by the total number of horses he owned. The sight of the Indian hunter-warrior mounted on a horse chasing bison is what we immediately recognize as the Classic Plains Indian.

With these images in mind, we can look at the way the Plains artists visualized their world. Although many tribes did not have a term for *art*, their output and variety of visual expression were enormous. Examples of visual expressions include painting on parfleche (rawhide containers), shields, drum-heads, teepees, clothing, horses, the human body, and on some wood sculpture. However, it is the painting on bison robes that is the topic of discussion.

Painting on hide was performed by men as well as women. The job of obtaining the bison hide was the responsibility of the men, while the processing was that of the women. Gathering and preparation of pigments was carried out by both, as was the eventual painting. The final product was the transformation of an animal hide into a painted robe, to be worn and valued by everyone.

The hide itself was an unusual surface on which to express oneself. Its configuration resulted from where the head, tail and four legs once were. The artists were content with leaving the outline of the hide alone rather than cutting it into pieces. Instead, the contours suggested the patterns of shapes to be painted, thereby the artist was in a sense forced to submit the ideas to that form. For this reason, robe painting became a unique art expression.

The variety of paint colors available prior to the 19th century were limited. They included earth pigments of brown, red and yellow commonly found in clay deposits. Black was obtained from the earth or charcoal. Existence of the color range of blues to green, and their aboriginal use, is doubted by many experts for some areas, but some evidence indicates their use among the Blackfoot (Ewers, 1939, p.3). "At a very early date, a mercury vermillion from China was introduced by trade; consequently hides from the first half of the nineteenth century were often painted in red, brown [color of hide], and white [sizing]" (Feder, 1965, p.31). Later, a complete spectrum of commercial colors was obtained from traders. Paints were ground to a powder in shallow stone mortars and mixed for application with a thin, gluey substance obtained from boiling hide scrapings or the tail of the beaver (Ewers, 1939). This material, known as size, was used as a paint adherent and gave the paint an increased luminosity.

The procedure for painting was to lay (Fig. 2) or stretch the hide and pin it securely to the ground with wooden stakes. Holes made on the hide's periphery by the stakes gave the robe an added uniqueness. Following this, the next step was the actual marking or painting, "the usual method of ornamenting a parfleche or a robe was to take a piece of bone with a smooth point, heat it over the fire, and, applying it to the surface with pressure, trace out the designs... this left an indented smooth line, lighter in color than the surrounding surface" (Wissler, 1904, 256). Ewers described three basic steps a female artist followed: first, the patterns were pressed into the hide; second, the paint was applied over the pressed in portions; and, third, the glue sizing was put on over the paint to set it (Ewers 1939, p.6). The male artist however, painted "alla prima", or simply in a direct one-sitting process, without an initial sketch. On November 28, 1833, the German explorer, Prince Maximilian from Weid, observed this typical artist of the Mandan tribe:

> The Yellow Bear wearing only his breech-cloth, sat upon a bench made of willow boughs, covered with skin, and was painting a new buffalo robe with figures in vermillion and black, having his colours stand beside him, ready mixed, in old potsherds. In lieu of a pencil he was using the more inarticulate substitute of a sharp pointed piece of wood. The robe was ornamented with symbols of valuable presents which he had made, and which had gained the Yellow Bear much reputation, and made him a man of distinction. (Thomas & Ronnefeldt, 1976, p.183)

In composition, both artists had perceptual differences in recognizing the robe's natural configuration. The female perceived the inherent pictorial qualities from a two-

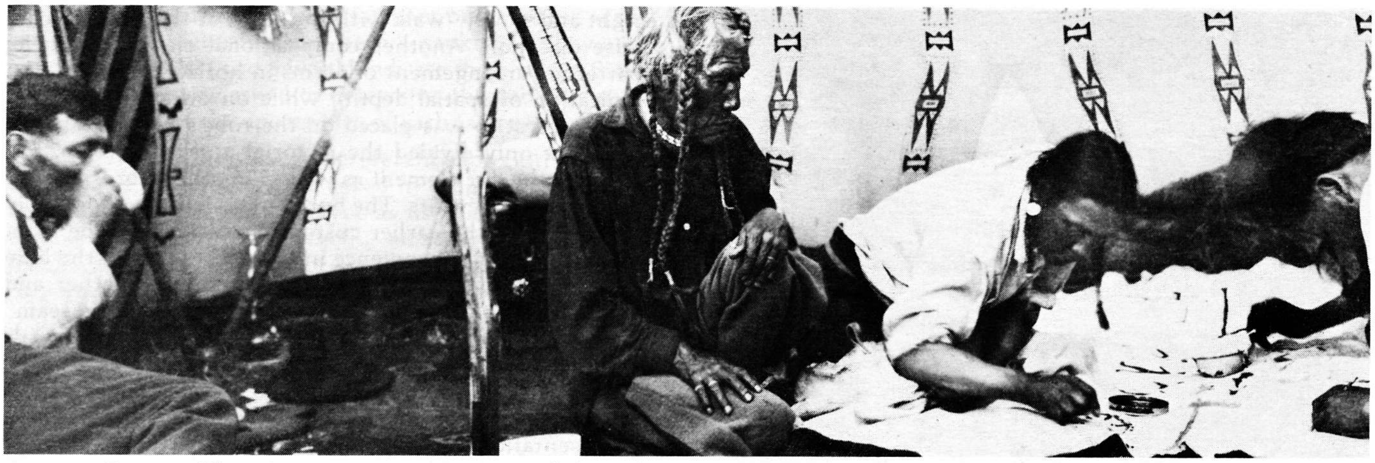


Figure 2. Three Sarcee artists painting a cow-hide, under the supervision of Old Sarcee, age 79 (pictured in the centre). Robe in the collection of the National Museum of Man. Cat. no. V-D-103. Photo no. 52839.

dimensional perspective, that is, the robe's physical flat plane. She applied three direct styles: by following the robe's overall configuration; by following its basic "squarish" form; or by painting circular forms which were in direct contrast to its suggested form. The male, on the other hand, perceived the robe's three-dimensional qualities when draped around the human body, thereby, suggesting compositions that revolved around the body.

The female artists' painting styles were generally abstract and non-representational (Fig. 3). The paintings' images were rectilinear in nature, partly as a result of using size and its application. Size was first applied to the hides surface by a crude bone stylus. In this way, the line created by application was generally rectilinear and much easier technically than the male artists' representational images which were created by using more pointed instruments. Glue sizing was "a frequent occurrence on robes and skins which bear geometric painted designs (and) is never found on hides which bear on paintings of life forms" (Ewers, 1939, p.8). In addition to this style, one type of robe painted by the female was that worn by the male.

Representational images characterize the styles of the male. Images frequently were human and animal forms. During the first half of the 19th century, all figures were delineated in profile; colors were flatly applied, and the notion of linear or atmospheric perspective was completely absent. The artists' understanding of creating the illusion of three-dimensional space was by overlapping of figures or by placing them one above the other. Artists of both sexes applied paint monochromatically in flat pools of color, and images were defined by dark form-lines with no insistence on modeling or "shading". It was not until the latter part of the 19th century that European influences radically changed these traditional styles.

Females in many Plains Indian cultures were symbolically associated with the earth and all its elements, as in the term "Mother Earth." Some authorities suggest this belief may be inherent in feminine subject-matter. "When women interpreted geometric figures, they naturally expressed interests of a different order . . . For instance, the Dakota believed that the turtle presided over physiological functions; hence this reptile played a conspicuous role in feminine thought" (Lowie, 1963, p.159). However, the female artist whose painted symbolic images may have had such value were lost through time (Wissler, 1904, p. 241). It is possible, that the urge was then directed to the discovery and manipulation of non-objective forms. These geometric forms are evident on a great number of utilitarian objects, such as parfleches, found in today's museums. It seems, then, that the female artist with her newly defined forms was much more unrestrained in her creativity, thus giving the robe a new and different value.

There was an abstract style of robe painting done by women for male use. The images on these robes can be viewed as one or a series of concentric circles. These circles are composed of a great number of tiny isosceles triangles radiating around a central core. These small shapes were believed to represent *feathers,* and the pattern suggesting a circle or *hoop* of feathers. "The symbol of the medicine-hoop . . . is too sacred to use for mere decoration; and whenever it was employed, the motive is other than that of decoration" (Wissler, 1904, p. 248). Among the Plains Cree, "Members of a war party who entrenched themselves to fight off the enemy were privileged to carry a hooped staff with feathers on it or a feathered hoop . . . The feathers symbolized the enemy" (Mandelbaum, 1979, p. 248); hence, suggesting one possible source for this type of design.

The subject matter of the male artist was both narrative (personal) and historical (tribal). The first style of painting was highly individualistic, intended to amplify the individual's achievements. The reasons for painting seem to be to win admiration and respect for the performance of brave deeds in war. Such deeds gave one the right to recount on special occasions, and to picture on his robe outstanding achievements (Ewers, 1939, p. 17). When Maximilian observed these warrior-artists he said, "They dare not draw a single stroke too much on their robes . . . for the young men keep a most strict code against each other, and universal ridicule would be the immediate consequence of violating the rule" (Thomas & Ronnefeldt, 1976, p. 247).

The second style of painting done on hide by males was pictographic and tribally oriented (Fig. 4). These were historical paintings in the strictest sense, functioning as calendars of important annual events. The artist or historian would recount the most important event to take place that year, symbolize it, and paint it on the robe. These pictographs were placed in a spiral or linear sequence. Events that were symbolized, for example, were the arrival of white settlers, an epidemic of smallpox or whooping cough, an important battle, or a successful horse raid.

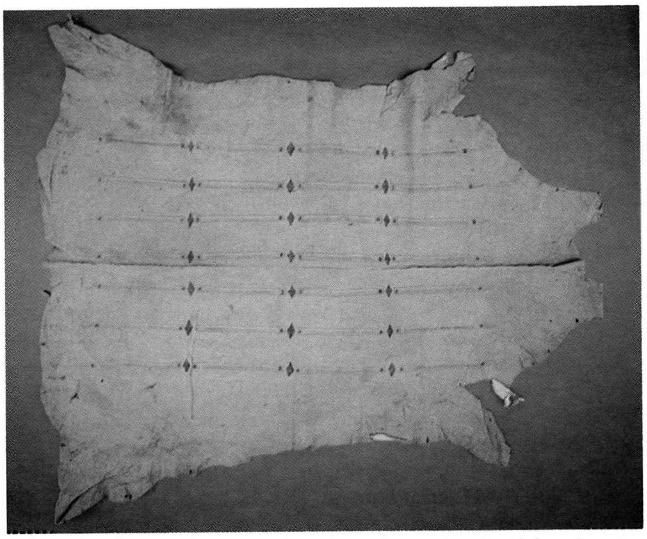


Figure 3. Woman's Robe ca. 1928. Blackfoot. Painted on cow-hide, 183.0 cm x 200.0 cm. National Museum of Man. Cat. no. V-B-131.

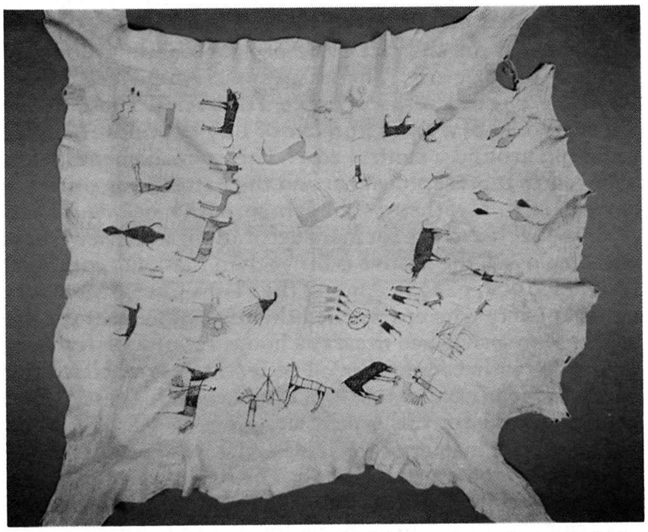


Figure 4. Man's Robe ca. 1885. Blackfoot. Painted on elk-hide, 185.0 cm x 230.0 cm. National Museum of Man. Cat. no. 75/25/1.

These, "Time counts . . . have been collected from only two of the many Plains tribes, the Sioux and the Kiowa" (Ewers, 1939, p.16).

Apart from these visual statements, composition was an important element in painting, and some artists seemed more conscious of it than others. In the narrative paintings, the robe's value was enhanced when worn, and it is possible that artists made an effort to use this function as a compositional starting point.

The draped robe, with the head to the left and tail-end to the right, gave the artist a unique perspective. From this position, the painting's composition would begin at the right and slowly "walk with the sun", or rotate in a clockwise direction. Another compositional element was the patterned arrangement of forms in horizontal layers (the indication of spatial depth), while on other specimens a decorated strip was placed on the robe's horizontal axis. This not only divided the pictorial area and action, but possibly the *time* element as well — in other words, two or more separate events. The horizontal-strip was, "probably derived from the earlier custom of splitting a robe from head to tail for convenience in tanning . . . when the hide was prepared, the halves were sewn back together and some painting or embroidery added to conceal the seam" (Conn, 1974, p. 40). To the Plains Cree this long horizontal-strip signified a long war trip (Mandelbaum, 1979, p. 248). Finally, a third compositional type is the combination of abstract forms in the narrative painting; in this case, representational images are composed around the abstract feathered-circle. This form is not as prevalent. Composition, then, permits the imaginative handling of pictorial space to enhance the value of the robe.

As many Plains art forms changed, some ceased to exist: with robe painting this was the case. From the earliest known examples collected at the beginning of the 19th century, until the last half of the century, Indian cultures underwent severe changes that limited not only the requirements but led to the eventual complete change and negation of robe painting. Three factors affected this art form:

- *external factors* — Indian artists sought new ways of expression from European-trained artists and probably had access to artistic examples in magazines;
- *commercial factors* — traditional materials were gradually replaced by paper, pencils, commercial colors, and new fabrics for painting surfaces; and,
- finally, the near *annihilation of the bison* and *forced removal* of all Indians to government reservations.

The final decline of a once traditional life of the Plains Indian also marked the decline of robe painting. The robes that remain are to be found in many of the finest museums in Europe, the United States and Canada. From these collections it is possible to study the paintings' development and maturity; and, the iconography (identification of images) and iconology (interpretation of their meanings). In addition, dates and identification of tribal differences can lead us closer to the development of painting and its styles.

Yesterday's functional robe paintings to today's works of art: although the art expression is no longer alive the images continue to live and tell us more about the history, beliefs and excitement of the 19th century Plains Indians. ●

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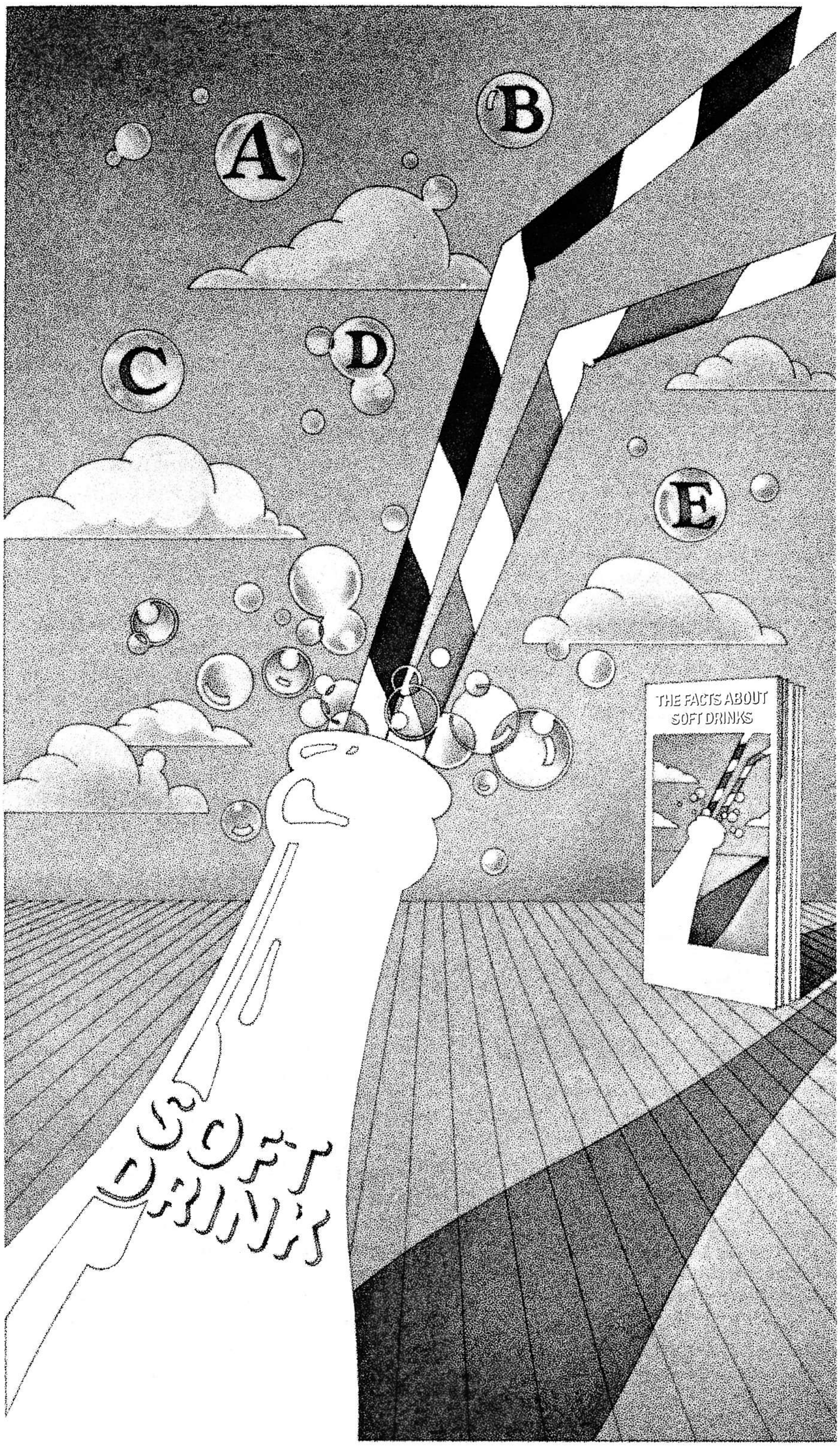


SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Informediation: Implications for Housewives

Iris Fitzpatrick-Martin

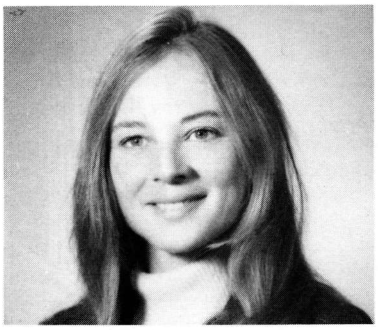
Informediation *is an expression coined by the article's author in the course of studies of the social implications of the information economy: it refers to the societal change whereby information is increasingly mediated (i.e. processed, stored and communicated) by technological devices and decreasingly within and among human minds operating independently. The concept embraces not only the increasing predominance of information goods (including information itself) as commodities on the market but also the growing mediation by machines of information used in the conduct of society's general activities. Informediation is manifest in the millions of bytes of information accumulating in computerized databases as well as in the proliferation of more or less welcome bits of information in our everyday lives but also in the increasing use of information machines in activities which do not have information per se as their end product.*

Abstract

This article discusses the impact of the increasing predominance of information machines in the home and elsewhere and outlines some implications for the homemaker. Topics such as the house robot, unemployment, the home terminal and the suburban work centre are treated.

Résumé

On discute, dans cet article, l'impact qu'a le rôle croissant des machines relevant de l'informatique dans le foyer et ailleurs, et on y souligne ce que cela implique pour la maitresse de maison. Un des sujets traité est le Robot Ménager. On se penche sur les thèmes du chômage, du foyer et des centres de travail de banlieue.



Iris Fitzpatrick-Martin, born in Scotland and educated there and in Canada, has a varied, interdisciplinary background with concentration in mathematics and literature. She holds an MA from Concordia University. During the past five years she has been engaged in futures research, mainly on the subjects of conservation and the information revolution. She is a research associate with Gamma, an interuniversity think-tank linked with the University of Montreal and McGill University, Montreal, Quebec. Her most recently published book, *Women and Informediation: The Six Interfaces of Eve*, is a study of the effects of the information revolution on women at home and at (other) work locations.

In the rush into print to speculate on the effects of *informediation* on women, most writers have concentrated on the admittedly large category of female clerical workers: almost no attention has been paid to the much larger group, the homemakers. It would be a foolish error of omission to neglect to consider the effects of a major technological change on the section of the population which provides care, cleanliness, comfort and nutrition for the whole society.

According to a study conducted in 1978, there were upwards of 5 million Canadian women who, by choice or the necessities of wiving and mothering, worked — unpaid — exclusively within the home. That figure has by now dwindled to approximately 4.5 million, by virtue of increasing female participation in the labor force. The latter trend actually constitutes the second reason for considering housewifery as the most important "interface" between women and the society at large, namely that a large proportion of women who are currently housewives are contemplating entry or re-entry into the labor market, and mainly into the very occupations which are threatened by the new information technologies. It is also important to realize that about half of the women who work outside the home in paid employment are also, at least part time, housewives. According to Labour Canada's latest data, about two-thirds of women "in the labor force" are married, widowed, divorced or separated. This probably means that only about one-fifth of the female adult population does no housework for persons other than themselves.

House Robot?

Our central concern, in this article, however, is the category of women who make their living exclusively within the home. It is tempting to assume that, for this group at least, informediation can only be a boon. We may conjure up a vision of shopping by Videotex, using push-button controlled ovens, dishwashers, clothes washers and driers, garbage disposal units, and the like, the scenario culminating eventually with the house-robot. This vision of the dull, boring repetitive tasks of housework being relegated or delegated to electronics is inviting but it is also simplistic and overly optimistic, for several reasons.

Firstly, the initial stage of the scenario is almost precisely what is presently available to the typical, nuclear, 1.8 children, middle class family: the necessary hardware is, and probably will continue to be, out-of-reach to poorer, larger families. As is traditional, those who need technology most will benefit from it last, and least.

Secondly, it should be recognised that there is a tremendous functional gap between today's technology and the full-scale house-robot. Washing machines, dishwashers and microwave ovens perform the simplest parts of cleaning and cooking. The robot who can gather, sort, fold and tidy away clothing; which can clear a table, wipe various surfaces, put dishes in a machine; which can, perhaps most difficult of all, prepare food for the stove and then stir gently or whatever, is many megabytes and years ahead in complexity of what is technologically possible now, even in Japan.

Thirdly, the evidence suggests that the application of technological devices does not necessarily reduce the number of hours of housework. The innovations of the past few decades have been accompanied by rising expectations of standards of hygiene, cooking and housewifery in general. A recent report contends that, if anything, more time is spent on housework, in Canada and in similar countries, now than twenty years ago.

Fourthly, even were such a scenario possible on a large enough scale to be significant, it will face in addition to economic, technological and social constraints, an energy problem. The robot workers could perhaps be guided by microprocessors, but by what could they be powered? Industrial robots, it can be argued, are energy efficient in comparison with factory workers since, although they would consume fuel, they would not require heating, lighting, catering and toilet facilities and would also have a 24-hour workday. The same economies are not available, however, on the domestic scene; and it is no small proposition to substitute for roughly one-third of the adult population's physical output. Only scenarios including elaborate robot-sharing and/or communal living could create economies of scale substantial enough to allow general adoption of the domestic robot.

Reverberations on the Home

Not only does informediation hold little promise of reducing household work; it actually threatens to increase it. We must take into consideration developments which, although they will occur initially outside the home, will reverberate back into the home to affect whoever is designated "the housekeeper". Unemployment, the advent of the teaching machine, the home-office terminal, teleshopping and the home computer will all tend to increase the number of individuals present in the home all day. If we also imagine teenagers and adults exchanging movies and amusement arcades for home video and electronic games the domestic crowding effect is exacerbated. Within the informediation scenario, the average house or apartment would become crowded, dirtier, untidier and more "throughput-intensive" as far as food is concerned. At the same time as alternative employment opportunities outside the home dramatically reduce, the housewife's work will increase, perhaps to an extent which cannot be offset, economically, by the microprocessor.

Unemployment

Any disemployment of men brought about by automation is a force for the housewife to reckon with. Estimates of the microprocessor's potential for displacing men in industry vary tremendously but even the most optimistic of forecasters who predict that the chip will in fact eventually increase job opportunities admit that some people will be unemployed some of the time. That development would reverberate on the housewife, in at least three senses: 1) The women who are housewives to the newly unemployed men will be provided with less money with which to provide "the usual services". Certainly, the robot as house-servant will be even further out of reach. 2) Those women who are presently straining to cross the threshhold out of the kitchen into industry will be presented with a severely foreshortened horizon of job opportunities. In the "last-hired, first-fired" logic even the pioneers already working in "men's" jobs may find themselves back at the desk or the sink. Perhaps we should also consider the possibility that some unions, protecting their members' jobs against all comers, will feel justified in excluding females who, according to some ancient but enduring myth, do not need to work. 3) It seems likely that men replaced or preempted by microprocessors could begin to compete with women for jobs as secretaries, librarians, elementary school teachers, bank tellers and similar jobs: it would not be unusual for an activity to become "macho" as it becomes relatively profitable.

The "research question" is whether or not a shift of the latter kind is currently taking place. The situation is both fluid and complex, involving many factors besides automation in industry: on the one hand, a higher proportion of university and college educated men are appropriately looking for white-collar jobs just at the time when the burgeoning information economy should be able to provide them; against that, the swelling of the ranks of job-seekers by the maturing of the baby boom generation (those born betweent he late forties and the mid-sixties) who are therefore less choosy as well as less rigid in sex-role definition. We may find that the scarcity of work in general will create a new type of male-female competition; housewives attempting to re-enter the job market will suffer not only from the obsolescence of their skills but also, perhaps, from the crowding of the market by younger, better educated women *and* men.

Home Terminal

One much touted advantage of informediation for the housewife, access to work via the home-terminal (which could comprise a word-processor and/or computer access), deserves special mention. There is no question that many women (and men) would appreciate being able to avoid rush-hours, particularly in the Canadian winter; the absence of expense of commuting itself, of dressing for work, lunches in restaurants and day care is a factor to be considered along with flexibility of choice of working hours. The enumeration of these advantages suggests that many housewives who presently estimate an outside job to be either or both inconvenient and uneconomic would be granted an electronic highway into gainful and easeful employment.

In spite of the obvious advantages, however, women's advisory boards and feminist groups are extremely wary of the home terminal. They suggest that work of this type would be made available not to those who are presently housewives but to skilled office workers who would, in effect, be forced back to the home. They point out that not only is such employment less expensive for the worker, it is also less expensive for the employer who need not provide building space, heating, lighting, toilet facilities etc.; so much so that *all* the jobs which could possibly be assigned to the home terminal would be, whether their incumbents liked it or not. There is the suggestion, further, that many would dislike it intensely. Among cited causes are: lack of socialization opportunities; isolation in the company of young children, impossibility of concentrating amid the distractions of young children; being burdened with the million small tasks of housework on account, simply, of "being there".

The advent of the home-terminal, therefore, is seen by those who oppose it as just another way of imprisoning the little woman in the home. Interestingly enough, it is feared in much the same way and for apparently the same reasons as another, although very different, technological device: the sewing machine. Piecework for commercial enterprises on the home sewing machine epitomizes for many the type of exploitation to which women particularly are subject: it has all the disadvantages: lonely, backbreaking, repetitive work which is moreover insecure since a clothing manufacturer uses such labor as and when it suits him (or her). Since there is total isolation, there is no opportunity for labor organization.

All of this is, historically and currently, true. However, the situation with home terminals is not quite the same. Firstly for many complex reasons, the garment industry was and is notoriously exploitative, particularly of immigrant and illegal under-paid labor, irrespective of whether it is carried-out in the homes of its workers or in a factory. Next, we must recognize that either the work terminals themselves or similar domestic devices would be intercommunicating so that the opportunity to form unions would be perhaps even better than in the present office situations: certainly, interactive devices, providing swift contact over vast distances, have the potential to demote geographical distance as a prohibitive factor. Also, if it is true that home-terminal work would be taken by women who are presently office workers, may would continue to be protected by collective agreements but surely even those who are non-unionized would not accept a comparatively disadvantageous substitute for their present employment.

Of course, the prospect of high unemployment, promising an employers' market, could increase the pressure to accept whatever changes, in the cause of efficiency, management would desire. There is no doubt, however, that the transition to home terminals would be more smoothly accomplished using trained personnel who are familiar with office routines. It would therefore seem a pity if a habit of adversary confrontation between labor and management were to jeopardise a change which is in the interests of at least some people on both sides. Negotiation of each proposed individual firm's changeover within carefully planned guidelines seems a reasonable approach.

To understand the vital relevance of this issue to the housewife, we must hark back to the opening remarks of this article. Canada's 4.5 million housewives are not a static, fixed population. As long as the traditional biological functions of giving birth and nurturing are not yet relegated to the laboratory, most women will experience staggered careers, several stages of their lives during which full-time work, part-time work, flexible hours, or no outside work at all, will variously, be the appropriate choice. A woman will move into and out of and, probably, back into the labor market during her working life. Also, it is becoming more acceptable for men, desiring a career break, becoming unemployed or simply wishing to be closer to their children to become *house husbands;* in many cases, the woman can find a higher paying or more satisfying job outside the home than can the man.

Those objections to the advent of the home terminal which concern the problems of combining terminal work with child care and housework would apply, therefore, to the house-spouse, whether male or female, but seem based on a rather shallow and backward-looking analysis. There is no question that combining the two (or three) jobs is tremendously difficult, but does having to travel back and forward to an office make it easier? Reliable part-time or full-time day care is hard to find but such as is available is as much at the disposal of a person working at home as in an office. It would appear absurd for a person to inconvenience her/himself simply to preserve the appearance of needing day care or household help. In fact, as pointed out earlier in this article, the presence of more people in the home for longer periods of time will demand more work such as cooking, cleaning, than presently.

Perhaps the real issue is social isolation, but can we assume that everybody really wants their friends to be chosen by a firm's personnel department? The habit of choosing the company of co-workers has surely been consequent on the scarcity of socializing time away from work rather than actual preference. Time saved from not being obliged to commute, along with larger blocks of socializing time allowed by flexibility of working at a home terminal, could be used to pursue other interests and thus to form relationships which are perhaps more intrinsically desirable as well as less bedevilled by hierarchial considerations. We say *perhaps* because the doubt lingers: is socializing one of work's major functions? Is it the absence of such involuntary contact which creates the housewife's fabled sense of isolation? It may be that a changeover to working at home would be for many office workers ultimately desirable but would not be easily accomplished. If Alvin Toffler's predictions concerning the electronic cottage industry are anywhere near correct, perhaps we will see the evolution of a whole social system built around pre-industrial work-relations and post-industrial technology.

However, that is really looking ahead. If we consider the situation of presently housebound women, surely the home-terminal offers to some the option of reasonably congenial, perhaps interesting work and thus a route to some measure of financial as well as psychological independence, which would not otherwise be available. The group which would benefit most is probably those mothers who have only one or two pre-schoolers and those who now take disadvantageous part-time jobs in order to be at home when their children return from school. The rather convincing predictions by many observers and researchers of a mini baby-boom in the first half of the eighties particularly for mothers over 30 who are used to working, sharpens the relevance of the home terminal issue.

Suburban Work Centre

A possible intermediate solution which would reduce commuting and at the same time allow for socialization at work is the suburban work centre. Companies, while continuing to locate their main administration offices downtown, could establish (perhaps in cooperation with one another) terminal-equipped work centers closer to the homes of most of their employees. Workers would travel no further than, say, the nearest shopping-center; another advantage is the relative facility of setting up nurseries for the preschool children of employees at the actual work place. Companies would benefit by convenience of machine installation, routine maintenance and repairs, supervision of workers, employee promotion, hiring and firing, and of course, cheaper real estate. The only disadvantage for companies would appear to be vulnerability to communications breakdown (which can presently be dealt with by face-to-face communication), but suitable back-up systems can probably be devised. In fact, the advantages for the employers seem to be so great that the proliferation of such centres appears inevitable. The only danger perhaps is a kind of sweat-shop ghettoization in the suburbs of people possessing similar skills and at the same time presumably a low level in the company hierarchy. Such isolation could make upward mobility even more difficult. The best scenario is probably the mixed one where the work locations, according to size, economics and convenience are distributed throughout the city centre, suburban centres and employees' homes so that individual job seekers have a reasonable range of choice.

To sum up briefly, we can only say that the implications of informediation for housewives are fraught with ambiguity: microprocessor-aided but increased housework; less buying power from husbands' incomes but possibly more male participation in housework and child-care; decreased possibility of finding employment but more convenient work-location in or near the home if that employment is actually found. With such a complex and contradictory set of circumstances, it is difficult to make general recommendations beyond suggesting that homemakers anticipate the implications of these paradoxes for their personal situation. ●

To order a copy of the author's book, *Women and Informediation: The Six Interfaces of Eve*, send $6.00 to: GAMMA, Suite 210, 3535 Queen Mary Road, Montreal, Quebec H3V 1H8. A list of available GAMMA Publications on such topics as the conserver society, information society and international development is available upon request.

The United Nations
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VDTs — Evidence Incomplete

Video display terminals, in recent years, have become the subject of increasing concern with respect to health hazards. Two governmental task forces have devoted all or part of their attention to examination of these reported hazards. Of greatest concern, is the question of whether there is a link between VDT exposure and birth defects and spontaneous miscarriages. Explanations put forward include radiation, stress, ergonomic factors and chance. However, a scientific impass appears to have been reached on this question.

In December 1982, scientific staff of the Canadian Centre for Occupational Health and Safety met to review the state of the scientific knowledge relating to VDTs. The present state of scientific knowledge is incomplete on the question of the possible link between use of VDTs and birth defects and spontaneous miscarriages. The weight of the scientific evidence is against ionizing radiation (i.e. X-rays) as the culprit, because measurements published show the degree of ionizing radiation exposure associated with VDTs to be negligible.

Portions of the so called non-ionizing radiations, particularly ultraviolet and visible light, infrared, and microwaves, are not produced by VDTs in a quantity anything like enough to be harmful to humans, on the basis of current knowledge.

The scientific evidence does, however, show that certain VDTs produce pulse-modulated, very low frequency electromagnetic fields. Whether these are a cause for concern is not yet clear, but there is some scientific evidence to suggest that pulse-modulated fields could be biologically more harmful than non-pulse-modulated fields, though this is still the subject of scientific controversy.

Studies of a different nature are under way in which the rate of birth defects and miscarriages would be explored for women who have worked with VDTs, and for those who have not. These studies are extremely difficult to do because no one is sure how to identify everything which should be included as a birth defect or miscarriage. Some experts believe that miscarriages represent nature's way of rejecting an abnormal fetus; some miscarriages occur at such an early stage of pregnancy that the woman may not be aware that one has taken place; birth defects and miscarriages are not rare even where there can be no question of VDT exposure. Many users of VDTs have prudently restricted the use of VDTs by pregnant women, with the result that a link, if one exists at all, will be even harder to demonstrate in the future.

For all these reasons, there are poor prospects of an early and clear-cut answer to the question of the possibility of a relationship between VDT exposure and adverse pregnancy outcome, even with large-scale epidemiology.

Action should not be completely deferred until the evidence has been accumulated to the degree necessary to provide a definitive answer to the question. A cautious approach should be adopted and all reasonable steps taken to reduce or eliminate this pulse-modulated electromagnetic radiation even though we are uncertain of its potential for harm.

Scientists recommend that the appropriate government regulatory bodies begin discussions now with equipment manufacturers and other affected parties, on the feasibility of shielding all sources of pulsed electromagnetic fields in new equipment and existing VDTs. It would be reasonable as an interim measure to extend standards that exist for slightly higher frequencies to cover the frequencies down to 10 kilohertz, a principle which has been recognized by the American Conference of Governmental Industrial Hygienists. Under this recommendation, exposure measured at a distance of 30 cm from the nearest surface of a unit would not exceed a maximum intensity of 60 volts per metre.

These actions should be initiated, without waiting for the results of the further research which, in any case, should be completed as quickly as possible.

Source: Canadian Centre for Occupational Health and Safety, News Release, January 1983.

For further information Write: Dr. Karel Marha, 250 Main Street, Hamilton, Ontario L8N 1H6.

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Home economics as it exists today is the result in people's minds of what home economists have done over the years. It's the result of the actions of all the home economists, the professors, the dietitians, the HEIBs, the extension home economists, as well as the teachers. What home economics will be in the future will depend on what people think it is, and that image will be created by what home economists are doing today and will do in the near future. My hope is that home economists will think a lot about what they have done and use the insights to shape their future action.

Marjorie East
Illinois Teacher, Sept./Oct. 1982, p. 21.

Promoting Behavior Change: Energy Education

Glenda Everett and Kathryn Rettig

Abstract

A new approach to education needs to be undertaken to encourage the development of a conservation ethic among young consumers. Home economics curricula, with emphases on values clarification and decision making, have the potential for promoting behavior change. It is argued that a futurist's approach to education and a current theory on behavior change can be integrated and used to develop a viable approach to education that will promote a conservation ethic. Energy conservation is used as a current social issue to illustrate the approach. Suggestions are included for implementation in the classroom.

Résumé

On doit procéder à une nouvelle approche des besoins éducatifs de sorte à encourager le développement d'une éthique de conservation de la part des jeunes consommateurs. Le curriculum des économistes familiaux, qui se concentre sur la clarification des valeurs et la prise de décision, a le potentiel pour promouvoir un changement d'attitude. On y discute la possibilité d'intégrer et d'utiliser une approche futuriste de l'éducation et une théorie actuelle du changement d'attitude pour développer une approche viable de l'éducation susceptible de promouvoir une éthique de conservation. La conservation de l'énergie est un problème social actuel qui sert à illustrer cette approche.

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Modern home economics curricula, with emphasis on values clarification and decision making, have the potential for promoting behavior change in an age when resource scarcity, allocation and distribution inequities are global concerns. Programs to promote behavior change will be ineffective if teachers do not understand the change process.

The traditional approach, designed to maintain status quo, has been ineffective in promoting attitude and behavior changes. According to Bond (1979), behavior change requires an inquiry approach that allows students to study information and value systems. If young people are to learn how to live in a rapidly changing world, they will require educational programs that encourage the development of coping skills.

The purpose of this article is to emphasize teaching approaches designed to promote behavior change and suggest alternative methods for implementation in home economics classrooms. Energy conservation is used as an example of a current social issue. The total teaching approach can be altered to accommodate a variety of social issues: water scarcity, food shortage, population (family), prejudice, and others.

Education and the Energy Problem

The past decades have been marked by rapid depletion of the earth's finite resources of fossil fuel energy. With less than 6% of the world's population, the United States consumes more than 30% of the world's supplies of fossil fuels (Executive Office of the President, 1977, p. 3). Total Canadian consumption is much less than that of the United States, but its per capita energy consumption ranks highest among OECD countries (OECD, 1979, pp. 19-26).

Consumption skills have been influenced by cultural traditions. In the bitter words of Jules Henry (1965), "children must be trained to insatiable consumption of impulsive choice and infinite variety. These attributes, once instilled, are converted into cash by advertising directed at children" (p. 70). Past efforts have relied on consumer awareness, consumer education and rising prices to promote a conservation ethic. However, traditional consumer education efforts have concentrated on a set of strategies devoted to getting the most, or best, value for the least monetary expenditure. "The fundamental difficulty with this sort of consumer education in the contemporary world is that it begins from too narrow a base. It begins from an assumption of consumption. . . . How can the next generation be helped to learn the real consumer wisdom for the coming decades — how **not** to consume, how to put the minimum burden on the planet earth?" (Gussow, 1979, pp. 17-18).

A new approach to energy education needs to be undertaken to encourage the development of a conservation ethic among the future consumers of North America — our youth. Levels of energy consumption cannot be effectively reduced unless each person accepts an active role in changing present consumption patterns. Participation requires awareness, personal commitment and a social conscience. The values, beliefs and attitudes of individuals must be altered in order for the change in energy consumption habits to occur so that personal goals do not conflict with the global need to conserve the energy supply. The basic assumptions about man and society and what he considers *good* result in different approaches to education and its role in society.

The change process requires some type of influence attempt where information is provided to the students. According to Martin Fishbein, an American psychologist, behavior change involves changing the attitudes and beliefs *specific* to the group and behavior. This means that teachers must identify what their students' present behaviors are. With this information the teacher then has the opportunity to develop techniques for changing these beliefs.

The traditional educational philosophy of passive learning, testing by recall, teacher control of information acquisition and encouragement of competition are conducive to the enculturation of existing values which discourages attitude and belief changes. Different educational techniques may be necessary to prepare students for a world of rapid change. A futurist's approach to education offers a viable means of developing such techniques for the promotion of energy conserving behavior, since it encourages active participation by the students in the learning process.

The futurist maintains that people represents only a small part of the total universe and must learn to live in harmony with nature. The intent of this approach is to promote social reconstruction which maintains the people-nature equilibrium. Futurists suggest that education should involve the students in activities that reflect real-life situations. They contend that students need to learn the values underlying daily choices, as well as the consequences of decisions on themselves, others and the natural environment. The teacher acts as a facilitator of learning by encouraging interaction, cooperation, communication skills and personal growth. Students learn to appreciate the problems and concerns of others and to develop creative solutions to the problems. It is this philosophy that best reflects the concepts for behavior change that Bond (1979) and Fishbein (1975) propose. Table 1 summarizes the classical and futurist philosophies of education.

Table 1
Summary of Philosophies of Education

	Classical	Reconstructionist (Futurism)
Assumptions about people and society	Ethnocentric	Global view
	People dominate nature	People in harmony with nature (organic)
	Change is slow and undesirable (disrupts society)	Change is inevitable and desirable (encourages development)
	A planned society	A planning society
Values	Patriotic	Altruistic
	Competitive	Cooperative
	Success is measured by: material possessions external success financial success	Success is measured by: efficient use of resources internal mental growth
	Stability and uniformity	Unity of differences
	Individualism is subservient to society's goals for order and stability	Individualism that promotes cooperative interaction to create desirable futures
Theory and knowledge and education	Enculturation of static values	Values evolve out of authentic dialogue — ongoing process
	Factual, quantitative content that prepares individual for the world of work	Community atmosphere based on real-life situations
	Absolute truths	Truth grows out of interaction — no absolutes
	Rigid structure	Lack of structure
Teacher's role	Directs learning experience	Facilitator of learning
	Human model	Active participant in learning
	Reinforce desirable behavior	Allows students to discover desirable behaviors
Student's role	Information recipients (passive role)	Active participants
Atmosphere	Controlled	Community, cooperative effort
Curriculum content	Objective, structured, organized	Less structure
	Prepared by experts	Student involvement
	Promotes status quo	Encourages interaction and growth of knowledge
Success	Recall of ideas	Discovery of ideas
Teaching strategy	Lectures, films, visuals, field trips	Discussions, experiments, simulation games, role playing, internships
	Teacher-directed discussions	Student-directed discussions

Adapted from Lapp, D., Bender, H., Ellenwood, S., and John, M. Teaching and learning philosophical, psychological curricular applications. New York: MacMillan Publishing Co., 1975.

Fishbein Approach to Attitude Change

The close relationship between the futurist approach to education and Fishbein's theory provides further justification for their use in promoting attitude and behavior change. Fishbein's theory of reasoned action has met with predictive success in the literature (Fishbein & Ajzen, 1975, p. 310; Fieldhouse, *CHEJ*, 32(2), p. 88) and has been adapted to numerous practical problems (Ajzen & Fishbein, 1980). Attitude and behavior change are possible under the proper conditions.

Fishbein's theory differs from other attitude theories in that it outlines a detailed process of intervening steps between attitudes and behavior. According to the theory, it is crucial to understand this process if one is to either predict or change behavior. Figure 1 illustrates the causal linkages among the theoretical components. A complete explanation of the linkages and components is beyond the scope of this paper but it does illustrate the necessary chain of events to effect change.

Briefly, behavioral prediction or change begins with the identification of a specific behavior which can lead to a desirable outcome. Since intention is believed to be the immediate causal determinant of behavior, the next step is to predict intention which is determined by attitudes toward the behavior and the belief that important others influence behavior.

Once the elements of the theory have been identified, the investigator can attempt to promote an attitude or behavior change by developing an influence attempt (teaching strategy) that focuses on the attitudes and beliefs about the behavior we want to change.

Caution must be exercised in applying the model to practical problems, since not all beliefs can be linked to the behavior under study. Only salient beliefs can effect a change in intention or behavior. These are beliefs that the person holds which are directly related to the attitude toward the behavior. Any attempt to change behavioral intention will be unsuccessful if the salient beliefs are not identified and are not specific to the behavior.

The external variables in Figure 1 act only indirectly on intentions and tend to exert less consistent effects. Fishbein maintains that the identification of these variables does not improve prediction of attitudes, intentions or behaviors. Consequently, they are not considered essential in understanding the attitude-behavior relationship. Any change in behavioral

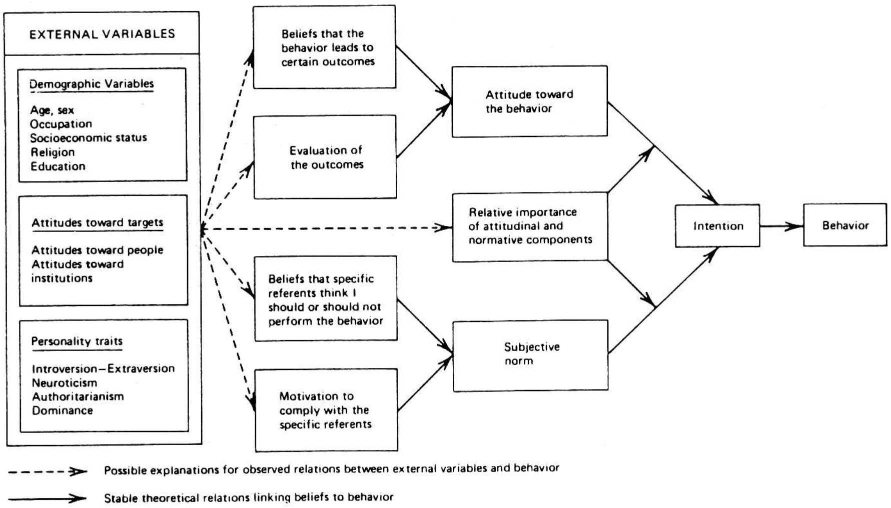
EXTERNAL VARIABLES
Demographic Variables
Age, sex
Occupation
Socioeconomic status
Religion
Education
Attitudes toward targets
Attitudes toward people
Attitudes toward institutions
Personality traits
Introversion–Extraversion
Neuroticism
Authoritarianism
Dominance
Beliefs that the behavior leads to certain outcomes
Evaluation of the outcomes
Beliefs that specific referents think I should or should not perform the behavior
Motivation to comply with the specific referents
Attitude toward the behavior
Relative importance of attitudinal and normative components
Subjective norm
Intention
Behavior
Possible explanations for observed relations between external variables and behavior
Stable theoretical relations linking beliefs to behavior

Figure 1. Indirect effects of external variables on behavior. (Ajzen, I. & Fishbein, M. *Understanding attitudes and predicting social behavior.* Englewood Cliffs, New Jersey: Prentice-Hall, 1980. Reprinted by permission of the publisher.)

intention will ultimately depend on changes in underlying beliefs. A change in behavior is expected when (1) the intention measure is specific to the behavior; (2) there is a short lapse of time between the measurement of intention and the performance of behavior; and (3) the behavior is under volitional control.

Classroom Strategies

Incorporating attitude change theory and a futurist's approach to education in a consumer course involves some basic prerequisites that can be easily adapted to a contemporary classroom. The following strategies should be familiar to many teachers, but careful attention should be given to the way in which Fishbein's theory of reasoned action and a futurist approach to education are incorporated. The changes are subtle but crucial to attitude and behavior change.

- **Identify the beliefs of students towards the issue.** Understanding what students believe can provide insight into what beliefs need to be challenged. Ask several open-ended questions before course work begins in order to obtain written beliefs of all students. (Sample questions: Do you believe there is an energy problem? What is the problem? What are you willing to do in the next year to help solve the problem?)

- **Adapt the curriculum to the needs of the students.** Using topics of relevance to the students can enhance participation and interest. For example, energy use for transportation may prove more meaningful to high school students than household energy use. They have a keen interest in cars and greater control over their transportation habits. Behavior change in transportation habits may ultimately be transferred to general energy use so that a conservation ethic is promoted.

- **Teach students how to research and discover knowledge.** Allowing students to become actively involved in the discovery process prepares them for coping successfully in a rapidly-changing, information-rich society. Lectures can be replaced with library research, student presentations and discussions and/or involvement in community activities. Students can survey the community for public attitudes towards energy use. In the process they learn to design questionnaires and improve communication with people of different ages. Some students may want to do library research in which they become aware of available sources of information and how to obtain the information. Writing letters to organizations can improve writing skills and broaden their perspective. Attendance at public meetings can also provide them with information about public attitudes and the process of dealing with real-life situations.

- **Use an interdisciplinary approach in the learning process.** An interdisciplinary approach allows students to comprehend the interdependence of subject matter and provides a broader perspective. Home economists can assist students to become more aware of the influence of values on family decision making, biology teachers can discuss the impact of decisions on the physical environment, and geography teachers can confront the energy issue from different cultural perspectives. Teachers can coordinate lesson plans so that learning in one classroom is augmented by the information in another class, or a new consumer course might be initiated which is co-taught by several teachers from different disciplines. Specific objectives of the course should be agreed upon prior to course development. Each teacher may then teach a specific topic area.

- **Incorporate a global perspective.** It is important for students to recognize the impact of their decisions on peoples beyond their immediate near environment. Modern communication systems have virtually eliminated the boundaries between cultures that distance and language perpetuated. Discuss consumption habits of Third World countries and the values inherent in the cultures. How do our consumption habits affect *their* lives? A combination of research and brainstorming may produce some interesting answers. A simple comparison of levels of energy consumption may surprise your students and spark a lively discussion. Value conflicts should be discussed in the classroom so that students can clarify priorities.

- **Encourage individual participation in activities.** Participation can develop communication skills and cooperation between students and promote personal development. Students learn the skills to work and interact with others which are prerequisites to successful participation in the larger society. The resolution of social problems such as energy scarcity will occur only when each citizen accepts responsibility in the process. Have students volunteer for activities with an understanding that everyone must participate. There can be a variety of activities to suit the skills and personalities of different students. Outgoing students may prefer oral presentations, the scientifically-oriented may select the task of researching, and the artistic may enjoy display work. Teachers who demonstrate empathy and an understanding of each person's uniqueness will more likely be able to create a classroom atmosphere that motivates students to *stretch and grow*. Dissension should be allowed within the limits needed to maintain an atmosphere conducive to learning. Allow students to question and express opinions.

- **Focus on issues in the curriculum.** Practical information that can be integrated into community life allows students to recognize the relevance of their education in the larger society. Involvement in community activities such as aluminum can collections, bulletins to promote energy conservation, and workshops on energy-saving tips can benefit the students and the community.

- **Develop flexible programs of study.** Students should be allowed to participate in course development. The teacher can provide the students choices for discussion topics and methods of study and evaluation. It is the teacher's role to assess how much responsibility the students can be given throughout the course. Adjusting the levels of responsibility given to students may promote development.

- **Promote creativity in students.** A rapidly-changing world necessitates creative solutions to ever-changing problems. Teachers who encourage creativity in students will better prepare them for the adult world.

Classroom discussions should involve the definition of desirable futures. Students can be asked to brainstorm and discuss desirable future scenarios. The impact of their choices should be discussed from several perspectives: personal, family, community, environmental and global. Seeing the impact of choices may help them to make decisions that benefit the total ecosystem.

- **Use a variety of evaluation techniques.** The lack of structure in this teaching approach presents some problems in the evaluation of students. Although some objective testing is possible, its sole use would defeat the purpose of the approach. Instead other methods can be better utilized. The abilities to analyze and synthesize information, to work independently and as part of groups, and display an appreciation of global concerns and different value orientations could form the basis for alternative methods of evaluation. This might be done through the use of case studies and problem situations where the student(s) must identify with and solve the problem. The criteria for evaluation might be one or all of the above methods, but, in any case, the students must be told what the criteria will be and how they can fulfill the requirement. Different situations will require different approaches. Students can be involved in setting guidelines for evaluating progress. Set up guidelines for evaluating their progress and confer with them. Group and conference evaluations can be helpful in assisting students in developing evaluation competencies. Initially students will find it difficult to assess their progress, but group evaluations and conference-style evaluations can help them to develop the skills.

Teachers need to feel confident in guiding learning experiences with minimal structure, since the ambiguity often creates special challenges for lesson planning. The teacher must be well versed in the approach to feel comfortable with its use, since each group of students may evolve a unique approach to the subject matter. The reference list at the end of the article may be helpful. The benefits of successfully implementing the strategies, however, far outweigh the adjustments needed in teaching techniques if behavior change is to occur.

Changing consumption behavior will not be easy, but the current concern over energy shortages and the apparent lack of success in curbing the problem necessitates continuing attempts to promote change. Consumer educators can no longer be concerned with consuming behavior alone, but with decisions that are micro-sensible as well as macro-responsible (J.C. Penney Company, 1981). It is necessary to be concerned with conserving behavior and that will require re-examination of values and goals. Becoming aware of the need for change does not necessarily ensure that a consumer's behavior will change. How can consumers acquire conserving behavior habits when their lives have involved ever-increasing consumption? Can the consumer derive satisfaction from consuming **less** instead of **more?** Futures education and current attitudes theory provide a viable approach for the acquisition of these goals if consumer educators are willing to adapt to changing social needs. •

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Useful Resources

Ajzen, I. & Fishbein, M. *Understanding attitudes and predicting social behavior.* Englewood Cliffs, N.J.: Prentice-Hall, 1980. *Outlines practical applications of attitude change theory and discusses the philosophy underlying the theory. It has been used in voting behavior, dieting programs, programs for alcoholics.*

Cornish, E. (ed.). *An introduction to the study of the future.* Washington: World Future Society, 1977. *These two volumes explain the futures philosophy and have an excellent resource list of futures information.*

Fitch, R.M. & Svengalis, C.M. *Futures unlimited: Teaching about worlds to come.* Bulletin 59. Washington: National Council for the Social Studies, 1979. *Although it is directed toward social studies teachers, there are practical suggestions for teaching the futures field that can be easily adapted to home economics classrooms. It also includes outlines for separate courses in futurism that include family, social change and economics units.*

Henderson, H. *Creating alternative futures: The end of economics.* New York: Perigee Books, 1978. *Her practical approach and original thinking about current lifestyles and the changes needed for survival in the future offers fascinating reading.*

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Schumacher, E.F. *Small is beautiful* New York: Harper & Row, 1973. *Necessary reading for anyone interested in futures philosophy. He discusses economic issues in humanistic terms. People must become involved in the community and shun involvement in corporate lifestyles that breed apathy and alienation.*

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The futurist, Washington. *The World Future Society, six issues per year. (For information write to: The World Future Society, Post Office Box 30369, Bethesda, Washington, D.C. 20014.)*

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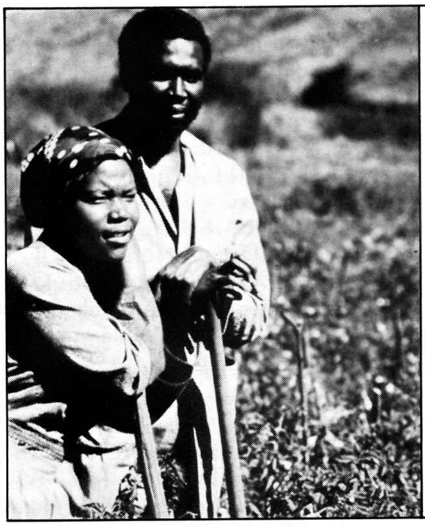
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Food and Development: What Can **YOU** Do?

Paul Fieldhouse

As home economists we subscribe to a philosophy of helping people to cope with problems in their daily lives; as nutritionists we are particularly concerned that people are adequately fed. This concern knows no national boundaries: people everywhere have a physiological requirement for food in order merely to survive. We have extensive knowledge of the effects of food deprivation and the consequences of nutritional deficiencies. We also know how nutritional deficiencies can be treated and even prevented: we have the technical ability to do so, and moreover we have enough food in the world to do it with. Nevertheless, every single day, hunger kills around 90,000 people — mainly children. Thousands of others suffer permanent physical and mental growth retardation, through lack of an adequate diet. How can this gap between theory and practice exist in the contemporary world? Why is it accepted by most people as inevitable, and what can be done about it? Or rather — *what can* **YOU** *do about it?*

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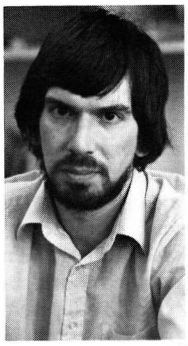

Summary

World food problems are rooted in basic inequalities between rich and poor. Socio-political measures, needed if long term solutions are to be found, are complex and sophisticated: this can make the individual feel helpless to make any kind of personal contribution. It can also erode sense of responsibility. That individual responsibility does exist — and moreover that each person does have the ability and opportunity to make a contribution, is the theme of the first part of this article. Strategies for getting involved, which range from charitable donations to political activism are discussed.

Résumé

Les problèmes d'alimentation dans le monde reposent sur l'inégalité fondamentale qui existe entre richeset pauvres. Les mesures socio-politiques, nécessaires si on veut trouver des solutions à long terme, sont complexes et sophistiquées: cela risque de causer un sentiment d'impuissance chez l'individu face à l'éventualité d'une contribution personnelle. Cette responsabilité personnelle existe — et le fait qu'en outre chaque personne a la possibilité et l'occasion de faire une contribution est le sujet étudié dans la première partie de cet article. On y discute les stratégies de la participation allant des oeuvres de charité au militantisme politique.

Counting the Cost

- You have just arrived home, exhausted from your weekly shopping trip to the supermarket. You have several heavy bags of groceries which cost you $95.00 which you hope will see the family through the week.

  $95.00 would feed and care for two refugee orphans in Nicaragua for two weeks.

- The bill for your meal, with wine, at your favorite little restaruant, has just been presented: $30.00 — not bad!

  In India, $30.00 would pay a week's wages for a nutrition worker treating ill-fed and night-blind children.

- You turn on the television. There is an ad for a new, nutritionally balanced dog food: all the vitamins and minerals for Fido's needs — and only $10.00 for an introductory carton full.

  It costs $10.00 to train a pig farmer in Ghana.

Liberal Guilt

By now you should be starting to feel slightly uncomfortable: the figures used above are from an Oxfam information sheet, and the examples could be multiplied many times over. But is this appeal to liberal guilt justified? After all, what can we really do about it — and doesn't Canada have her own problems anyway? True enough that in Canada small-scale farmers are going out of business; food prices are going up; and pensioners and other low-income families have to struggle to maintain an adequate diet. Similar concerns are shared by developing countries of the world: food prices are high, diet quality is low, and farmers are forced off the land to find employment in urban centres. The difference though, is that in the developing world these are issues of life and death: for millions of people, each day is a struggle against malnutrition and starvation.

Of course, we are all too familiar with photographs and newsreels showing pathetic human beings, little more than skin and bones. And we may feel a twinge of conscience as we change the channel or turn to the glossy fashion ads.

Downtown, a man approaches you in the street: he hasn't eaten for two days. Maybe you buy him a meal — it's not a lot to ask. In the poor world, days without adequate food are the norm rather than the exception; yet few of us feel obliged to extend the help that is so obviously needed there. In part, this attitude arises from the very fact that we live in the rich world while the most severe food and nutrition problems exist in the poor world. We find we cannot identify with what is happening *over there*. It is this ability to distance ourselves from the problem, to look upon it as irrelevant to our own lives, that forms a major barrier in preventing us from taking action. Such feelings are fostered by nationalistic sentiments, and expressed in ways such as: "They should help themselves, not expect us to do it" and,"We should look after our own poor first", though notions like these are based on misconceptions about the nature of world food problems. The film series, *One Planet — Two Worlds* describes the most dangerous boundary on the map as the unmarked one which separates the rich countries of the *North* from the poor countries of the *South*. In a complex contemporary world it is no longer possible to stay isolated; what happens in one part of the world inevitably has repercussions elsewhere. We are truly part of a global network and thus need to develop the ability to see ourselves as *World Citizens* — accepting the duties and responsibilities associated with citizenship, just as we do in our native or adopted homelands. This is the first step.

Responsibilities and Duties

Robert McNamara, president of the World Bank, has suggested that *absolute poverty* can be defined as life at the very margin of existence. "The absolute poor are deprived human beings struggling to survive in a set of squalid and degrading circumstances almost beyond the power of our sophisticated imaginations and privileged circumstances to conceive" (McNamara 1976, p. 14). It is, he says: "a condition of life so characterised by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy, as to be beneath any reasonable definition of human decency" (McNamara 1978, p. iii). In contrast, there are nations and individuals who are *absolutely affluent*. That is, they have more income than they need to provide themselves with the basic necessities of life, and are therefore able to spend money on luxuries. The absolutely affluent buy food, not to stop hunger but to please the palate; they buy new clothes, not to keep warm but to look fashionable; and they still have money for cars, stereos, and holidays in exotic places. These people could, without threatening their own welfare, transfer some of their wealth to the absolute poor of the world. It is difficult to avoid the conclusion that by not doing so, people in the rich nations are allowing those in the poor countries to suffer unnecessarily. As each affluent individual has the means and the opportunity to help, it is morally wrong for him not to do so. Peter Singer, in his book *Practical Ethics* eloquently refutes arguments commonly adduced against this somewhat alarming conclusion. Moreover, he argues that not only is **not** helping morally wrong but that we have an active obligation to assist the absolutely poor. The giving of money is, in Singer's view, not a charitable act, but a **duty.** The essence of the argument is as follows.

The next question — how much? —is a tough one. The Canadian Income Tax Return allows an automatic deduction of $100.00 for charitable donations, so this could be a reasonable minimum figure. It is certainly better than a few derisory coins put in the collecting box when it is waved under your nose. However, as Peter Singer argues, most people can and should do more. You should continue to give as long as you are not thereby sacrificing anything of comparable moral significance. But perhaps this is too high a standard to set; one which would be likely to discourage rather than encourage people. Singer suggests as a compromise an arbitrary figure of 10% of income: this target could undoubtedly be met without difficulty by affluent individuals, although it would prove to be a strain on the resources of poorer families. I would like to make a much more modest proposal. Since 1970, the United Nations has set a target figure of 0.7% G.N.P. to be given in development aid by rich countries to the poor world. If each individual would make the commitment to give 0.7% of personal income to a development agency, the impact would be enormous. (The point should be made that the fact that not everyone will give does not relieve any individual of the moral obligation already outlined.) With an annual salary of $20,000 the size of the yearly donation would be $140.00, hardly a huge amount. At $50,000 it would be $350.00. And of course, such donations are fully tax-deductible.

It is sometimes said that overseas aid is a government responsibility and not an individual one. Certainly, governments could transfer more than the current pitifully low amounts. Few countries come near the U.N. target of 0.7% G.N.P.: Canada in 1980 gave 0.43%, and has set an official goal of 0.5% by 1985, leading to 0.7% in 1990 (Parliamentary Task Force, 1980). Moreover, it is unlikely that government aid is influenced by the size of private donations and that if charitable organizations ceased their contributions then government would recognize its duty to do more, as some argue. At heart, the objection is just another way of trying to avoid our individual responsibilities.

I should like to start a movement called *The 0.7% Solution* whose members commit themselves to donating this amount of their income to development. At the same time, they would let the government know what they were doing, and why, and urge that the same national target be adopted immediately.

Education

Giving money to a development agency is an option open to anyone, and I have discussed it at some length. But it is only a start. Perhaps you are not yet convinced of the need. Start reading! Read widely and don't accept just one point of view. Learn to see the news behind the news and realize that much of what is published as *fact* is public relations material for government and big business. There are several excellent books available which explore and explode myths about world hunger; some are listed at the end of this article. Through reading you can increase your own understanding of the nature of development problems and become more sensitive to the issues involved. Read, especially, the *Report of the Task Force on North-South*

Relations for a good Canadian perspective.

You can also spread your increased awareness by talking with others, writing articles for professional, community or church magazines, and speaking at meetings. Write to newspapers and magazines when you see biased or misleading articles: let them know why you think they are wrong. Always send copies to your MLA and MP — no postage needed!

Join a development group; most agencies have branches in all the larger cities. You will receive newsletters and have the opportunity to talk with and question other concerned individuals. Your energies can be multiplied many times over when you add your strength to that of others. Look out for films on the Third World: show them in your classroom or at your meetings.

Political Activism

Whilst the liberal guilt position has undoubtedly played a part in raising individual consciousness about the world food crisis, it may also have had some negative effects. As Don Mitchell put it:

- By dwelling on moral issues instead of the national trade and foreign development policies of the U.S. and Canada, the media reduced the possibility of any collective solution of a political nature coming from the mass of Canadian people. (Mitchell 1975, p. 200).

- If we can prevent something bad from happening without sacrificing something of equal moral significance, we ought to do it.
- Absolute poverty is bad.
- There is some absolute poverty we can prevent without sacrificing anything of comparable moral significance.
- Therefore we ought to prevent some absolute poverty. (Singer 1979, pp. 169-170).

Giving Away Money

If we accept Singer's arguments, and I think it is difficult not to do so, then we are faced with the questions of who should we give to, and how much? There are numerous organizations active in the field of development, all of whom welcome donations of any size. Most of these agencies produce regular newsletters which keep their donors informed of what projects are in operation and exactly how money is being used. Donors can often choose to target their money to specific projects which they wish to support. In choosing an agency you may wish to look at its administrative costs. Figures are published in annual reports and are also usually available on written request. For example, Oxfam spends about 9% of its income on administration and about 70% on projects. The rest goes on fund-raising and educational activities. Some agencies such as CUSO use money to send volunteers overseas.

How do you know if the work an agency is doing is worthwhile? The Institute for Food and Development Policy, based in San Francisco, suggest that:

> The first critical measure of an effective development project is whether the outside agency sees its role as going into the Third World to set things right. Or does it see itself as a supporter of local people who are already doing something to help themselves? The role of Western sympathizers is not to start the train moving but to remove obstacles in its way, especially those originating in our own countries. We can provide some fuel for the train too — if it's needed. (IFDP 1980).

This interpretation arises from the view that far-reaching solutions for the world food crisis can only come about as a result of political initiatives which seek to redress the inequalities which are at the root of the problem. This is true of course, but political action is at least partly responsive to the wishes of the people — *so get involved!* As well as educating ourselves and our friends we should be trying to bring pressure on our government to recognize its responsibilities to the poor world. The measures needed to bring about significant and lasting changes are largely socio-political in nature: a stop to unfair trading practices; a stop to exploitation of foreign resources; a stop to interference in the internal affairs of other countries.

Write to the Prime Minister and to your MP to demand Canadian government action to support those countries which are trying to implement progressive social programs aimed at reducing inequalities and enabling people to feed themselves. Ask why Canadian agricultural planning has shifted from a wheat to meat emphasis, contributing to the dramatic reduction in world wheat reserves in the 1970s: and why there is again talk of paying farmers **not** to grow food. Question Canada's trade relations with such countries as South Africa, whose massive sugar export industry is based on slave labor.

If you want to tackle the agribusinesses themselves, Susan George (1976) suggests that you focus efforts on one company. Buy one share in a multinational quoted on the stock exchange; this entitles you to attend their annual general meeting. Demand to know such things as:

- How much exactly are workers paid in South Africa or the Phillipines or wherever.
- How much profit is made each year and repatriated on ventures in the Third World.
- How much of what the business produces is for export and how much remains in the host country.
- What does it sell for compared with the workers wages.

If they tell you they don't have such data, ask them how in that case they can run their business. And tell the press and TV people what you are going to do: you may not single-handedly change company policy — but you can create embarrassing publicity. (George, p. 294).

Consumer action can operate on other levels too. Commodity campaigns can be successful in publicizing injustices — such as with the Nestlé boycott — or in helping Third World co-operatives sell their products directly in Canada. The widespread boycott of Nestlé products has had considerable impact in highlighting concerns over the agressive marketing of baby milks in developing countries. The company has been forced to respond by curbing many of its marketing practices; while the Canadian government was persuaded to add its vote to a call for an International Code of Practice on the Marketing of Breast-Milk Substitutes. Luxury goods such as coffee are usually exported in a raw state and bought at a relatively low cost: processing takes place in the importing country and the product is then sold at a much higher price — thus making a nice profit for the middle man. Often, processed foods are resold at inflated prices to the countries which exported the raw products in the first place. In Canada, the Ecumenical Justice Coalition supports a non-profit organization which markets tea and coffee from Sri Lanka, Nicaragua and Tanzania. The income surplus of the trading company is used to support development projects among coffee and tea workers, through development agencies such as CUSO and Oxfam.

Do It Now

Education, monetary donations and political activism offer a variety of strategies to individuals who want to **do** something: who want to be part of the solution instead of part of the problem. To begin with, you may feel that your efforts are but a drop in the ocean; that your impact is minimal. As Susan George says:

> One has to go into the struggle for change with a certain humility, and realize that the kind of action which can and does bring results in the long term is usually minority action. The political machine is the least efficient ever invented . . . it takes an enormous amount of energy in input to produce a tiny output. This too has to be accepted. (George, p. 290).

One thing that is certain though, is that if you do nothing, your impact will have been zero. •

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Note:

The Parliamentary Task Force Report mentioned above can be obtained through bookstores or by writing to the Government Publication centre, Supply and Services Canada, Hull, Quebec K1A 0S9 (price $4.50).

New Internationalist is an excellent monthly publication on International Development available from 175 Carlton Street, Toronto M5A 2K3. Write for a free copy.

World Bank documents can be obtained from the World Bank, 1818 H Street N.W., Washington, D.C. 20433. Request the catalogue.

FAO has a huge catalogue of publications. Write for a summary of development literature to: Development Education Exchange, Action for Development, FAO, 00100, Rome, Italy.

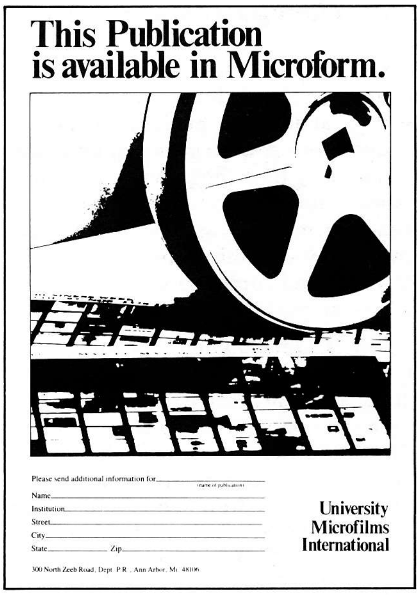
A wide range of printed and audio visual resources can be found at International Learners' Centres across the country:
VIDEA, 303 - 620 View St., Victoria, B.C.
IDERA, 2524 Cypress St., Vancouver, B.C.
Edmonton Cross Cultural Learners Centre, c/o King's College, 10766 - 97 St., Edmonton, Alberta.
Arusha Cross Cultural Centre, 106 - 223 12th Ave. S.W., Calgary, Alberta.
One Sky, 134 Ave. F South, Saskatoon, Saskatchewan.
Idea Centre, 418 Wardlaw Ave., Winnipeg, Manitoba.
The Marguis Project, 220 - 8th St., Brandon, Manitoba.
Dev. Ed. Centre, 427 Bloor St. W., Toronto, Ontario.
Cross Cultural Communication Centre, 1991 Dufferyn St., Toronto, Ontario.
Ottawa-Hull Learner Centre, P.O. Box 2484, Station D, Ottawa, Ontario.
Conseil de la Cooperation du Québec, 2875 Blvd. Laurier, St-Foy, Québec.
Carrefour Tires-Mond, 155 Chrarest Blvd. E. Québec.
International Education Centre, St. Mary's University, Halifax, Nova Scotia.
Coady International Institute, St. Francis Xavier University, Antigonish, N.S.
(This is not an exhaustive list).

CHEA Award Winners

(Continued from page 130)

While writing my thesis, I accepted a temporary full-time position at the University of Alberta Hospitals cook-freeze commissary. There I assisted the Food Quality Control Analyst in the development of therapeutic diet product recipes, ongoing sensory and microbiological evaluation of foods and staff inservice training.

In November 1982, I obtained a position as an experimental food consultant with the Food Advisory Division of Agriculture Canada in Ottawa. Here, I plan, supervise the implementation of and evaluate the results of food research projects, then draw conclusions and make appropriate recommendations to the Department, food professionals and consumers. I also develop quantity recipes for small institutions and plan the experimental testing program to provide information for ongoing projects including publications and a bimonthly foodservice newsletter sent to approximately 6,000 hotels, restaurants and institutions across Canada. •



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1974 — Wanda Young
1975 — Judith Wainwright*
1976 — Margaret Ellison
1977 — Gayle Hoover*
1978 — Linda Beardall*
1979 — Rosemary Polegato
1980 — Barbara Nelson
1981 — Theresa Rivera
1982 — Susan Turnbull

Mary A. Clarke Award
1972 — Florence Swan
1974 — Nelma Fetterman
1975 — Gayle Hoover*
1976 — Brenda Elias*
1977 — Cheryl Malmo*
1978 — Nancy Kerr
1979 — Deirdre Grondin
1980 — Judith Marshall
1981 — Judith Zaichowsky
1982 — Linda Lusby

Ruth Binnie Award
1978 — Carol McLean
1979 — Gail Korpan
Patricia Herbert*
1981 — Anne MacCleave-Frazier
Mary Lou Fleming
Lynda Eyre
Beverly Wagner*
Linda Peterat

Carnation Award
1971 — Susan Braid*
1972 — Joyce MacKay
1973 — Elizabeth Johnson
1974 — Mary Bush
1975 — Heather Martin*
1976 — Karen Lapsley
1977 — Mary Jane Muise*
1978 — Tanis Root*
1979 — Valerie Hurry*
1980 — Lynn Roles
1981 — Theresa Rivera
1982 — Beverly Fyfe

Robin Hood Award
1982 — Eileen LeBlanc

***If you know the address for any of these home economists, please contact National Office.**

Wendy Sanford

Metric Update

National Media Workshop Project

How do you reach media food writers and broadcasters across Canada to gain their acceptance of metric recipes?

Obviously this specialized group of professionals is an integral link in the overall program of establishing recipes using standard metric measures. Through their columns and broadcasts they influence millions of consumers. Of the minimal attention given to metric recipes by media, some printed recipes such as Margo Oliver's in the former *Today* magazine and *Canadian Living* have been excellent. Unfortunately much that has appeared in print has not been practical, indicating a lack of awareness of how metric is to be applied to recipes.

Many writers depend on press releases supplied by outside sources so they need to recognize recipes that are acceptable. Recipes that are suitable have rational, easy-to-measure quantities, and use the same measuring technique traditionally used throughout North America. Mathematic conversion and changing to weighing ingredients are neither necessary nor appropriate.

The CHEA Metric Committee recognized the problem and, with the encouragement and financial support of the recipe committee of Metric Commission Canada, Section 9.50 Consumer, Home Economics and Retail Trade, rose to the challenge. By early Fall 1982, media workshops were organized across Canada. The project co-ordinator, Barbara Holland, together with local CHEA members handled arrangements. The local liaisons were: Carolyn Pfortmueller, Vancouver; Eileen Harwood, Calgary; Cathy Sinnott, Edmonton; Leslie Henry, Saskatoon; Kathy Baranovsky and Gwen Leslie, Winnipeg; Anita Stanger, Ottawa; Francoise Emard, Montreal and Quebec City; Anne Legassick, Moncton; Carol Fraser, Halifax; and Cathy O'Brien, St. John's.

Two CHEA members presented the workshops. Ruth Fremes, a well-known author and TV personality, launched the series in Vancouver, then worked across the country to St. John's. Louise Desaulniers, known for media and nutrition work, conducted French sessions in Ottawa, Montreal, Moncton and Quebec City. Their mandate was to meet with regional media representatives, cookbook authors, cooking school teachers, and consumer communicators who might not be acquainted with standard metric recipe guidelines.

The sessions were informal and encouraged an open dialogue. They were focused on discovering the concerns of the participants; explaining the rationale, format, and application of metric recipes; and showing how recipes are adapted. The importance of presenting metric recipes in a consistent manner in order to help rather than confuse consumers was emphasized. A slide presentation, using an animated character, was created to provide the background for metric conversion and for the development of the metric household measures.

While it will take time for metric recipes to be used exclusively by everyone, the participants did recognize the practicality of doing so, once they had the opportunity to evaluate the various aspects. Interestingly, the press asked for a date when they had to print recipes in metric. They suggested this would assist in gaining national acceptance by the press. Since metric conversion is a voluntary process, target dates are established in each industry through a consensus process. A target date for recipes requires commitment of every one who has something to do with recipes. This in itself involves more industries than most other subjects. As more foods are packaged and sold in metric units, more recipes will be written in metric. Many companies, industries, and Governments already comply. Hopefully all others will give it support.

In addition to presenting the workshops, Ruth and Louise were interviewed for newspapers, appeared on TV and radio shows. Open-line radio shows provided an insight to consumer acceptance. The consumers were found to be observant, asked intelligent questions, and showed genuine interest in learning about how to change to metric recipes. Not one negative call was received. On one of her regular national TV shows, Ruth offered viewers a metric oven decal (from the Fisheries & Oceans department). Within four weeks over 1000 consumers had written with their request!

All in all, the media workshop project achieved its goal. The media is aware metric is a reality. They have been exposed to the proper metric recipe format (see accompanying summary guide); provided with references and guidelines; and encouraged to print metric recipes. Each has a knowledgeable home economist as a local contact. To every one who so willingly contributed go special thanks.

The media workshops are just one facet of the overall program. Many other groups could benefit from a similar workshop. •

The scripted, slide presentation is available to groups who wish to conduct metric workshops in their community. Contact the *local liaison home economist* or *Wendy Sanford*, c/o Corning Canada Inc., 135 Vanderhoof Avenue, Toronto, Ontario, M4G 2J3, telephone (416) 421-1500.

Reference information including the CHEA style guide will be supplied by *Metric Commission Canada*. Write to Cathy Enright, Section Plan Manager 9.50, 255 Argyle Street, Ottawa, Ontario, K1A 0C9.

Wendy Sanford BSc (HEc) has chaired the CHEA Metric Committee since 1974. Wendy is Manager of Consumer Relations, Corning Canada Inc.

The Metric Commission encourages the distribution of this information. In accordance the Canadian Home Economics Association is pleased to grant permission to copy and use the material in this article for educational purposes.

WRITING AND DEVELOPING METRIC RECIPES

What does a recipe look like when written in metric?

The following example shows how the recipe should be set up. Ingredients are given in quantities convenient to measure using approved metric measures. Note how the numbers are aligned for easier reading.

For complete details refer to the "Style Guide for Metric Recipes" available from Metric Commission Canada, 255 Argyle Ave., Ottawa, Ontario, K1A 0C9 (no charge for limited quantities).

PEAR CRUMBLE

One space between number and symbol	4	fresh pears, about 500 g	weights under 1 kg expressed in grams Note : g and kg always singular
	25 mL	all purpose flour	
Replaces 1/2 tsp	2 mL	cinnamon	
Replaces 3/4 cup	175 mL	all purpose flour	
	75 mL	brown sugar	
space between symbol and ingredient	1 mL	salt	cookware and bakeware expressed by volume
	50 mL	butter or margarine	
symbols are Roman upright	50 mL	finely chopped nuts	symbol for litre is upper case L

Peel, core and slice pears; arrange in bottom of a greased 2 L square baking pan. Mix 25 mL flour and cinnamon together. Sprinkle over pears. Make crumb topping by mixing together 175 mL flour, brown sugar and salt. Cut in butter until crumbly. Add nuts and mix. Spoon over pears.

Bake in a 180°C oven for 30 to 35 min until pears are tender and topping is browned.

Makes 6 servings.

degree mark in space between number and symbol for temperature

time in h
min
s

no period except at end of sentence

TIPS FOR ADAPTING AND DEVELOPING RECIPES

USE COMMON SENSE . . .

To simplify measuring and to avoid having to use more than two different measures for one ingredient, try to follow these guidelines :

1 mL replaces 1/4 tsp
2 mL replaces 1/2 tsp
5 mL replaces 1 tsp
15 mL replaces 1 tbsp
25 mL replaces 2 tbsp
50 mL replaces 3 tbsp
50 mL replaces 1/4 cup
75 mL replaces 1/3 cup
125 mL replaces 1/2 cup
150 mL replaces 2/3 cup
175 mL replaces 3/4 cup
250 mL replaces 1 cup

Common oven temperature replacements are :

140°C - 275°F
150°C - 300°F
160°C - 325°F
180°C - 350°F
190°C - 375°F
200°C - 400°F
220°C - 425°F
230°C - 450°F
240°C - 475°F

Canned goods will likely remain in soft conversion for several years. Continue to refer to the metric measure that actually appears on the can, or use an exact volume measure required by the recipe. For example:

1 can (540 mL) tomatoes or 500 mL canned tomatoes

Remember that length is measured in centimetres (cm) and millimetres (mm).
For example: Cookies dropped 5 cm apart on a greased cookie sheet.
Roll pastry to 5 mm thickness.
Shape cheese mixture into a log 20 cm long, 7 cm in diameter.
Cut biscuit dough with a floured 5 cm cutter.
Use a 30 cm pizza pan; saute in a 25 cm frypan.

Things are still measured in dozens. If the recipe makes 3 dozen cookies, say so!

Yields for jams, pickles, etc. (until jar sizes are standardized) should be given in volume. For example: Makes 1.5 L (6 jars, 250 mL each).

What do you say when . . . ?

A regular column to assist home economists in combatting food misinformation

Edited by Marjorie Schurman

What do you say when . . . your best friend mentions a commitment to the health marvels of bee pollen?

Bee Pollen tablets are claimed to "contain 96 essential elements and to be the richest natural source yet revealed of vitamins, minerals, proteins, amino acids, hormones, enzymes and fats." Bee pollen is also supposed to give one "vim, vigor and vitality".

Perhaps a few facts will help to establish a better understanding of the truth of the information which is being swallowed along with the tablets.

One bee pollen tablet weighs about 450 mg but only 130 mg of this is pure bee pollen. The protein content is claimed to be 20% of the pollen which would only be about 26 *milligrams.* The adult body, however, needs 40 to 60 *grams* of protein a day. One would need about 2,000 bee pollen tablets per day to meet the protein requirement: at a cost of over $300 a day. The protein is also claimed to be complete protein; however, only animal sources of protein are complete. Bee pollen is a plant source and according to Dorothy Murrell (a Saskatchewan apiculturist, quoted in the "Leader-Post") bees will also collect fine dust, sawdust, soybean flour or pesticide powder during a pollen shortage. Thus, even the "pure" bee pollen may not be pure.

There are only 105 mg left for the remaining 78 other ingredients: of which, 18 are proteins and amino acids. The daily requirement for vitamin C alone is 45-60 mg and that's just one of the many essential nutrients needed by the body. It is impossible that three bee pollen tablets daily, the recommended dose, could alone meet all the body's nutrient needs. Bee pollen is claimed to contain "all 22 nutrients needed by mankind" but we actually require over *50* nutrients. Some of the vitamins and minerals claimed to be found in bee pollen, are not even recognized vitamins and minerals. For example, inositol, rutin, silicon, boron, and titanium have no known biological function in humans.

The federal Consumer and Corporate Affairs Department has asked Direct Success, distributors of bee pollen products, to withdraw ten information pamphlets which violate the Food and Drug Act. References to "schedule A diseases" such as arthritis and heart disease are not permited by the Act; since such advertising encourages self-diagnosis and self-treatment and could result in serious and even fatal delays in obtaining proper medical attention.

Although bee pollen has not been scientifically proven to improve health, for most people it will not harm health. However, anyone with allergies should not take bee pollen. In the United States there have been five cases reported of a life threatening anaphylactic reaction after the ingestion of bee pollen. Bee pollen is claimed to act as an "immunizing agent for allergies by gradually building resistance with gradual intake". You cannot, however, desensitize yourself by taking bee pollen orally.

Bee pollen may be great for bees but it is certainly no wonder food for humans.

Adapted from:

Home Economics Directorate. *Honey Bee Pollen: The Latest Health Food Fad.* Department of Health, Manitoba, February, 1983.

Colleen Stepan. Latest health fad questioned by medical professionals. *Regina Leader-Post,* December, 1982.

MARJORIE SCHURMAN was educated in Ontario at University of Guelph (BHSc, 1969), University of Western Ontario (Diploma of Education, 1970), and University of Toronto (MHSc - Community Nutrition, 1979). Marjorie is currently employed as the nutritionist with Hudson's Bay Company, providing nutrition education to remote native communities. It is as a member of CHEA Food and Nutrition Committee that she is coordinating this column which will be a regular feature of the *CHEJ.*

University of Saskatchewan

The College of Home Economics
University of Saskatchewan
requires a one-term leave replacement,
September to December 1983
to teach nine credit hours (two courses)
in home economics education and communication.
A minimum of a master's degree
and experience in teaching home economics
are required. Salary floors, 1982-83 are:
Instructor — $19,850; Lecturer — $21,220;
Assistant Professor (PhD required) — $26,907.
Apply with resume and names of referees to:
Dean G.M. Moss,
College of Home Economics,
University of Saskatchewan,
Saskatoon, Saskatchewan S7N 0W0.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

IN MEMORIAM

Marjorie Elwood

Marjorie Victoria Elwood spent almost 20 years of her life in the kitchen testing recipes for *Toronto Star* readers.

The former cooking editor of the now defunct *Star Weekly* died November 11 at Princess Margaret Hospital. She was 78.

Elwood joined *Star Weekly* in January, 1951, after serving as cooking editor for *The Toronto Daily Star* for three and a half years. She stayed with *Star Weekly* until October, 1967, working out of a specially equipped kitchen in her home.

As cooking editor for the *Daily Star*, she wrote a column called Cooking Chat.

After Edwood left *Star Weekly*, she worked on contract as a home economist for several companies including the Canadian Spice Association and the Ontario Pork Council.

She edited several cookbooks including the *Star Weekly Cookbook*, which was published in 1967, and *More Fun and Flavour With Spices*, published during the 1970s.

Before joining *The Star*, she was in charge of the three lunchrooms of the head office of the Toronto Dominion bank for five years. She taught home economics for a year at Ottawa technical school, as well as teaching evening classes at technical schools in Toronto.

She also worked as a dietitian with Eaton's for five years and was in charge of the bake shop.

Born at Keene, Ont., she lived in Toronto most of her life.

Reprinted from the *Toronto Star*, November 13, 1982.

Career Management in Changing Times

(Continued from page 110)

Finally the professional must acknowledge that the act of choosing a profession involves responsibilities for continuing education, professional development, and personal growth. Continuing education is necessary to keep abreast of changing techniques and discoveries within the realm of professional competence. In addition, new technological skills must be acquired in order to maintain competence for many professional positions.

The need for professional development cannot be understated in our rapidly changing society. Professional development is characterized by increased understanding of the philosophy and mission of one's profession and of how that profession relates to society in times of change. The public pays for most professional services and their changing needs must be met. Furthermore, the public should perceive that their needs are being met. A profession that is perceived as outdated can expect to be cut off from the public support it needs for survival. Such is the climate of our times.

Career management has many dimensions. Shifting social and economic conditions impact on career progress. Professionals will have to learn and use career management strategies individually and collectively as a profession in order to secure a bright future.

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Abstracts of Current Literature

Submitted by
School of Home Economics
The University of British Columbia

Acquisition of consumption stereotypes by children.

R.N. Mayer and R. Belk
1982
The Journal of Consumer Affairs, 16(2): 307-321

The purpose of this study was to examine the development of consumption stereotypes, i.e., when and how children learn that users of a product have certain attributes. The consistency and content of consumption stereotypes as they are affected by the child's age, gender, and social class were assessed.

The sample included children who were preschoolers (81), second graders (113), sixth graders (135), and eighth graders (292). In each age group, about half were from schools in lower class neighborhoods; half in upper-middle class ones. The products selected were cars and houses. These products are readily recognized by children, their purchase is considered an expression of the consumer, and owners of these products vary in their demographic characteristics.

Five sets of paired comparisons were used. In each set of photographs only one characteristic of the product differed (e.g., size of house, but color and style were the same). The children were asked to assign a personal characteristic (from a list of 12 selected in pretesting) which described the man who would own the car/house.

Preschoolers were not able to make inferences about characteristics of people based on products; by the second grade, this ability was beginning; and by sixth grade, consumption stereotypes, typical of adults, were found. By the end of elementary school, children preferred new, large, and sporty items. Gender and social class effects were generally not significant.

Some limitations of this study are it focused on consumption stereotypes of products used by adults, not children; and the questions referred to the owner being a man, not a woman.

Consumer education focuses primarily on the acquisition of consumer competencies. Possibly, the acquisition of symbolic meanings to consumption goods should be included. If so, a decision facing educators is whether consumption stereotypes should be encouraged or discouraged.

Phyllis J. Johnson
Family Resource Management

Trends in fabric development.

G.R. Turner
1982
Textile Chemist and Colorist, 14(8): 17-19.

A noticeable swing is evident toward a more casual dress code incorporating lighter weight fabrics with softer finishes. The trend is to more woven and fewer knit fabrics with greater use of spun yarns and textured filament yarns. Fabrics and apparel items must sell themselves in stores these days, thus hand, color and style are vital components.

Fibre blends continue in importance with marketing expertise creating greater interest in *reverse blends* containing higher quantities of cotton than polyester. New specialty fibres and a new polyester fabric with a wool worsted hand present fabric finishing challenges to specialists in chemical treatment.

Circular knits of polyester/cotton and cotton are seen in ever increasing volume. This has led to an increased use of cationic dyeable polyester for improved colour fastness, clarity and brightness.

Filament polyester may become the major upholstery fibre for automobile interiors. To make car interiors more attractive to the consumer, more textile fabric is being used in automobiles even though cars are getting smaller.

This review of trends in fabric development, as seen in the marketplace, was designed to alert dyers and chemists to problems they may face. Innovation is important if the U.S. textile industry hopes to survive. The 1960s have been described as the decade of the knits, the 1970s the decade of the loom and the 1980s are being described as the decade of yarn formation, presenting new challenges to dyers and finishers.

Arlee Gale, MS

Methodological issues in the analysis of family formation and dissolution.

J.D. Teachman
1982
Journal of Marriage and the Family, 44: 1037-1053

This article could be considered a subtle but, nonetheless, major contribution to the study of the family life cycle or, as some prefer, the family career (Rodgers, 1973; Aldous, 1978). Substantively, this work tells us little that is new or exciting. In fact it only confirms the prevailing opinion that variables like age at marriage and length of marriage explain and predict separation and divorce.

Methodologically, however, Teachman's work represents an innovative approach to family life cycle data. The emphasis of his approach is on how we may study process rather than structure. We have so many cross-sectional descriptions of the family life cycle and we are painfully aware of the problems in this structural approach (Nock, 1979; Schram, 1979; Spanier, Sauer & Lazarelere, 1979). The study of the family life cycle as a process has received little attention from researchers partially due to the expense of longitudinal designs. But, here, Teachman reminds us that process can also be studied by cross-sectional retrospective designs.

Another way in which Teachman emphasizes process is to apply *proportional hazards models* to the study of life course transitions. Many will recall other researchers (e.g. P. Krishman) applying Markov Models to the study of transitions. The problems which have plagued the Markov modelling of family transitions is largely bypassed with the use of proportional hazards models. In fact, the proportional hazards model of a process allows us to analyze process data in a very similar manner to the common structural regression analysis. We select a dependent variable such as divorce or surviving divorce (i.e. staying married) and then look at the way various events have influenced the likelihood of divorce as a continuous mathematical function. The resulting information from this analysis allows us to say how much an event increases or reduces chances of a divorce. For example, Teachman reports that a marital birth reduces chances of divorce by about 87%. (1982, p. 1049)

Teachman's contribution will only be realized if family scholars studying the family life course make use of the techniques he suggests. Luckily, most researchers will find they have access to these techniques through the life table analyses contained in SPSS (update 1979). And, the increased interest in retrospective analysis of family careers is evidenced by the Statistics Canada proposal to study family career paths (Gordon Priest, Housing and Social Characteristics Division: 1983). Finally it seems that we, as family researchers, have at hand the analytic techniques to switch from a monothematic concern with family structure and include in our studies the analysis of family career processes.

James White, PhD

Goals for global education.

James M. Becker
Summer 1982
Theory Into Practice, XXI: 228-233.

The summer issue of *Theory Into Practice* is devoted to *global education* and 12 articles are included on different facets of this topic. James Becker's contribution is a summary of some of the issues on this topic related to education. Next to life long learning, global education has generated a formidable amount of interest on the part of administrators and teachers.

There have been numerous goal statements concerning global studies in recent years. The most widely circulated have been (1) the 1974 UNESCO pronouncement on international education, entitled *Recommendations Concerning Education for International Understanding, Cooperation, and Peace and Education Relating to Human Rights and Fundamental Freedoms* (2) the *U.S. Commissioner of Education's Task Force on Global Education, Report with Recommendations;* and (3) *Strength Through Wisdom: A Report to the President from the President's Commission on Foreign Languages and International Studies.* These emphasized the importance of global studies at both the national and international level and out of these major goal statements have come Guidelines and Task Force reports which focus on the application of the goals for specific settings. *Guidelines for Global Education* by the Michigan Department of Education and the *Report of the Illinois Task Force on Foreign Languages and International Studies* by the Illinois State Board of Education are examples of specific reports which encourage local schools to put more emphasis on global studies.

Stating goals is a long time practice in education but sophisticated systematic efforts to assess whether the stated goals are being achieved or measuring the effects of the application of the goals on classroom practices is a relatively recent phenomenon. This article only speculates about the extent to which widely circulated statements on goals of global education are being practiced in the real world of schools but he does provide some examples of some goals which are appearing to be used. He calls attention to what is already going on in the field with regards to moral and financial support as well as the building of contacts between and among those who are interested in global education. These individuals and groups are building bridges between ideas and theories about the field and the needs of teachers and administrators. At the present time global education seems to be enjoying increased popularity among teachers. There still remains much to be done, however. Questions with regards to the quality of these efforts need to be investigated and some research is being done (for example, Hanvey & Kinghorn, 1981).

The author encourages those involved in education to become aware of and involved in the many possibilities related to global studies, its improvement and expansion. Home economists concerned with the many aspects of education are a profession which could gain from and give to this concern.

Eleanore Vaines, PhD

Pregnancy outcome in North American women. I. Effects of diet, cigarette smoking and psychological stress on maternal weight gain.

T.A. Picone, L.H. Allen,
M.M. Schramm and P.N. Olsen
1982
American Journal of Clinical Nutrition 36: 1205-1213

The optimal weight gain during pregnancy is accepted to be between 22 and 27 lb, but the reasons for variability in weight gain are not well understood, as previous studies have shown only weak associations between caloric intake and weight gain during pregnancy. This study was carefully designed to examine the effect of several factors on maternal weight gain.

Early in pregnancy, women were assigned to one of four groups on the basis of whether they smoked or not, and whether their predicted weight gain was low (less than 15 lb; predicted if weight gain at 20 weeks was less than 8 lb), or adequate (over 15 lb). Dietary intake was evaluated by the dietary recall method, whereby subjects recalled all foods eaten during the previous 24 hours. This was done an average of 5 times for each subject. Psychological stress was measured using a social readjustment rating scale, adapted from that of Holmes and Rahe. This scale is based on the association of various life events with stress and risk of illness.

A total of 60 subjects completed the study. Results show that: 1) At the same level of weight gain, smokers consumed more calories than non-smokers; 2) Non-smoking women who gained less than 15 pounds consumed fewer calories than did women with adequate weight gain, and weight gain increased progressively with greater caloric intake; and 3) Psychological stress was associated with lower weight gains, but did not affect caloric intake.

In conclusion, this study shows that pregnancy weight gain is clearly associated with caloric intake, and that smoking and stress both result in lower weight gains that are **not** the result of decreased caloric intakes. These results lay the groundwork for the companion paper on the effects of smoking and weight gain on the physical and behavioral characteristics of newborn infants.

Susan I. Barr, PhD

(Continued on page 170)

Children: To Have or Have Not?

by *Diane C. Elvenstar*, PhD San Francisco: Harbor Publishing, 1982. 253 pages; hardbound $17.95, paperback $12.95.

This book resulted from the author's dissertation project at UCLA in which she experimented with two designs for a decision making process for exploring optional parenthood with 65 volunteer couples. The book has no index, no bibliography, and no reference list.

As more couples indicated a need to explore the options, workshops were organized. However, since not everyone has time to attend or feels comfortable participating in a workshop, the author compiled the material into this book of personalized case studies, worksheets, exercises, and ideas that a couple can use systematically to probe their own expectations and feelings. The book is easy to read and interesting. The table of contents could be a bit more specific. However, the information is organized in a logical fashion. The book is crammed with relevant issues, suggestions, and discussion.

In fact, the overwhelming information in this package is at once both a strength and a weakness. The author discusses social pressures, fears, expectations, and fantasies. She goes into costs (U.S.) of children, day care, genetic concerns, and career impact. She gives suggestions for communicating. She even outlines the planning of workshops.

Although the book is written for couples, a couple would have to be highly motivated to work through the book on their own. Some of the assignments for getting in closer touch with feelings, such as imagining for three days that one is pregnant and telling friends, one suspects, would create some difficulty, some raised eyebrows.

The author emphasizes repeatedly the seriousness and permanence of the decision if one decides "to have". She reiterates several times that it "takes two". She recognizes that this decision must be made emotionally, logic is not enough.

The author promises that the process will be hard work but that the participant will gain much information and understanding. In the main, the book keeps the promise.

Reviewed by:
Nadine Vester, BA, MEd
Family Living Specialist
Home Economics Branch, Alberta Agriculture

Seventy Significant Leaders

by *Lena Bailey and Beulah Sellers Davis*, Editors. Bloomington, Illinois: McKnight Publishing, 1982, 370 pages; $15.00.

This book is a companion to *Sixty Significant Years* and "Focuses on how the leaders in vocational home economics education during the same sixty year period (1917-1977) were able to develop programs within the social, political, and economic context of the times." The decision was made by the authors to limit this book to leaders retired or deceased. These leaders were divided into three groups according to the time period in which she made her most significant contribution: The Emerging Years 1917-1939, The Expanding Years 1940-1959, and the Challenging Years 1960-1977.

For home economists in Canada the majority of these *Seventy Significant Leaders* are strangers but each short biography tells a story of difficulties overcome and professional standards developed in spite of those difficulties. In spite of being strangers, many of these leaders have helped us to do our jobs better. Among the biographies are such authors of home economics texts as Effie I. Raitt, Ivol Spafford, Edna P. Amidon, Clara Brown Arny, Beulah I. Coon, Hazel Maurine Hatcher, and Marjorie Brown. Some of us in Canada did our postgraduate work under the direction of these *significant* American leaders. Dr. Laura Drummond, my own special inspiration while at Columbia University is one of those included. In addition to the details of her life and work, she is described as one who "saw the unique contribution that home economics could make to family life." Laura Drummond helped me to be a better home economist; it was a thrill for me to find a tribute to her among the significant leaders.

This book is an important milestone in the slowly expanding resources for our libraries on home economics education. Hopefully, it will serve as an inspiration for the writing of a similar book in Canada and a recognition of the contributions made by our own significant leaders in home economics teacher education.

Reviewed by:
Edith Rowles Simpson, PhD
Dean Emeritus, College of Home Economics
University of Saskatchewan, Saskatoon

Who is my Mother?

by *Clare Marcus*. Toronto: Macmillan, 1981, 214 pages; $14.95.

This book deals with the adoption triangle: the adoptee, the natural parents and the adopting parents. The adoptee's right and need to know about his/her roots are the principal focus.

Marcus' upbringing in an adoptive home was not a happy one and searching for her natural family became, by degrees, passionate, desperate, and finally resolved. However, her opinions about an adoptee's *right to know* did not end there. She has since interviewed hundreds of participants in the adoption process and the result is this book.

It begins, after Marcus' personal story, with some disturbing assumptions. It describes many *bad placements* that have been made. But no where are bad placements defined. In addition we are not told what a good adoptive home really is. Nor are we told how adopting parents can do the best for their children in their growing up years. How do homes rate where adoption is freely admitted and positively discussed, where natural and acquired heritages are developed, where strong familial bonds are built throughout the extended family?

Farther into the book I began to develop some empathy with the author. It is true that all participants in the adoption triangle have needs that are as varied as the individuals involved. While I agree that an adoptee has a right to know, I cannot agree that this right should be paramount. I would suggest that before throwing open the records of our adoption system for all adoptees, we need a rather large public education campaign to be sure that the needs of the other two parties are also met and that there is an understanding of these needs. Lastly, I would disagree, with Marcus' contention that adoptive children are different in the eyes of their adopting parents.

This is a book for any one of the triangle's partners — certainly an eye opener. While not always comfortable reading, it provides food for thought — an important part of the process for all concerned.

Reviewed by:
Wilma Hayes-Cochrane, BSc (HEc)
Executive Secretary, Alberta H.E.A.
Airdrie, Alberta

Clear-Cut Pattern Making by the Flat-Pattern Method by *Mary Gorgen Wolfe.* New York: John Wiley and Sons, 1982. 221 pages; $18.95.

The format of this book is a combination textbook and workbook of flat pattern designs and techniques. The text has numerous line drawings showing a variety of design features, such as basic and stylized darts, collars, sleeves etc. An explanation of the feature and a step-by-step procedure accompanies these illustrations for developing the pattern using a basic sloper. Most of the measurements included are given in metric followed by the imperial in brackets.

Of special interest is the chapter covering pattern adjustments for weight gains and losses. A number of modified designs which are suitable for maternity wear are included. Recommendations are given for sloper changes when designing for knit fabric with a range of stretch from 18% to 100%. The required pattern changes for the inclusion of shoulder pads are clearly outlined. The final chapter called "Extras" covers capes, lingerie, swimwear, a brief description of men's and children's designs and an explanation of the principles of pattern grading.

The book would be a suitable textbook for university and community college students who are interested in fashion and costume design. It thoroughly covers the basic principles of flat pattern and also includes many design ideas. The high school teacher and advanced home sewer would find it a useful reference for modifying patterns and experimenting with some of their design ideas.

Reviewed by:
Elizabeth Shannon, BSc (HEc), MS
Associate Professor
University of Manitoba, Winnipeg

This pattern-making text is intended to be used in introductory pattern making courses for college level students who intend to pursue careers in the fashion production industry. The emphasis is placed on industrial techniques of drawing patterns. The manual gives step-by-step instructions for drawing a wide range of patterns starting with dart manipulation through adjustments for weight change and fabric stretch.

The text is divided into sixteen chapters, providing instructions for bodices, yokes, necklines and collars, sleeves, skirts, dresses, and pants. The text is unique in that it provides an introduction to drawing patterns from ready-made garments, capes, hoods, lingerie, swimwear, and grading. The book gives instructions for preparing slopers for ladies, men, and children. Basic alteration instructions are also included. Ample illustrations help to explain techniques.

This book is valuable to students in fashion design who intend to draw patterns. The text would be appropriate for students in technical schools, junior colleges, and four year colleges. Although many pages deal with basic pattern drawing techniques, more advanced drawing is included in the text.

Clear-Cut Pattern Making may be easily used by students who have prior sewing knowledge and skills. Students would acquire a better understanding of pattern making from this text if they were aware of pattern shapes and construction details. ●

Reviewed by:
Phyllis R. Spruiell, PhD
Assoc. Professor, Dept. of Home Economics
University of Montevallo

Abstracts *(Continued from page 168)*

Pregnancy outcome in North American women. II. Effects of diet, cigarette smoking, stress, and weight gain on placentas, and on neonatal physical and behavioral characteristics.

T.A. Picone, L.H. Allen, P.N. Olsen and M.E. Ferris
1982
American Journal of Clinical Nutrition 36: 1214-1224

The role of maternal diet and pregnancy weight gain in the determination of infant birth-weight is acknowledged, but many studies have shown only a weak relationship. This may have been due in part to failure to control for other factors that affect birth-weight. This study does much to clarify these uncertainties.

Briefly, the effects on pregnancy outcome of diet, weight gain (low — less than 15 lb; adequate — over 15 lb), smoking and stress were examined in 60 women. Women with low weight gains had lower caloric intakes, shorter gestations, smaller placentas, and infants with lower birth-weights and growth rates than did women with adequate weight gains. Compared to non-smoking mothers with the same weight gain, smoking mothers had increased caloric intakes, yet gave birth to infants that weighed less than those of non-smokers. Psychological stress during pregnancy was also associated with smaller infants, an effect which was mediated by decreased maternal weight gain.

Infant behaviors and reflexes were tested at 2, 3 and 14 days post-partum. Low maternal weight gain, particularly in the second trimester, was associated with lower performance scores at all test dates. This was due to a direct association between low maternal weight gain (influenced by caloric intake, stress and smoking) and low birth-weight. Smoking also had an effect on performance of the infants, that was different from and in addition to its effect on birth-weight.

In conclusion, the results of this article clearly demonstrate the negative influence of smoking and inadequate weight gain on pregnancy outcome, and provide professionals with data that should be extremely useful in counseling prospective mothers. ●

Susan I. Barr, PhD

COSMETIC SAFETY AND THE CONSUMER

Estimated sales of cosmetics in Canada total one billion dollars annually, with men's cosmetic products making up 25% of the sales. All cosmetics sold to consumers must meet the requirements of the Food and Drugs Act and Cosmetic Regulations and the Consumer Packaging and Labelling Act and Regulations.

The question often asked is, is the product a cosmetic or a drug? The law defines a cosmetic as a product which cleanses, improves or alters the complexion, skin, hair or teeth. A beauty product or grooming aid is usually categorized as a cosmetic, but will be legally classified as a drug if it makes any claims to modify body functions, or to prevent or treat disease. For example toothpaste is a cosmetic when it cleans, whitens and brightens the teeth — it is a drug when a special ingredient is added which will help prevent tooth decay.

To keep cosmetics safe, The Food and Drugs Act and the Cosmetic Regulations set safety requirements. All cosmetics sold in Canada must be:

*free from filth, foreign matter and substances that may injure the health of the user when the cosmetic is used according to label directions or customary ways.

*Manufactured, prepared, preserved, packed and stored under sanitary conditions.

*On notification with the government as to its composition.

Labelling of cosmetics is regulated by the Food and Drugs Act, the Cosmetic Regulations and the Consumer Packaging and Labelling Act and Regulations. To comply with these requirements, **cosmetic labels must state:** *the identity of the product, in English and French in terms of common or generic name or function; *a statement of net quantity in metric units of measurement; *the name and address of the manufacturer or distributor; * directions, warning or caution, in English or French where necessary for safe use of the product.

Specific regulations also exist for the safe use of special products, such as hair dyes. In addition, the statutes prohibit false and misleading representation or deceptive packaging.

Laws and regulations provide the consumer with an increasing degree of protection, but cannot prevent misuse of cosmetics by the consumer. It is extremely important to read and follow exactly any directions for use provided by the cosmetic product. This information is provided to assist the user in avoiding potential hazards and is a vital factor in the safe use of cosmetics.

Reference: Dispatch, No. 40, Summer 1982, Health and Welfare Canada.

THE BEVERLY HILLS DIET

Every year, new fad diets capture the fancy of the consuming public. Often the diet regime is scientifically unsound and potentially dangerous. A recent rage has been the Beverly Hills diet.

Gabe B. Mirkin, MD, and Ronald N. Shore, MD, have addressed the medical inaccuracies of the Beverly Hills diet in an article in the Journal of the American Medical Association (JAMA), November, 1981. They state that the Beverly Hills diet is based on the following erroneous tenets: (page numbers stated refer to the Beverly Hills Diet book).

*As long as food is fully digested, fully processed through the body, you will not gain weight. It's only undigested food, food that is "stuck" in your body, for whatever reason, that accumulates and becomes fat (p 16). *Most enzymes can't work simultaneously. many cancel one another out in our digestive systems (p 17). *Enzymes in these fruits. make hard-to-digest foods less fattening (p 18).

According to Merkin and Shore (JAMA, 1981) "before a food can be absorbed into the bloodstream, it must be broken down by specific enzymes manufactured by the body . . . food not broken down by enzymes will not be absorbed from the intestinal tract. It will pass out with the stool, supplying no calories whatever. Contrary to the main contention of the Beverly Hills diet, then, it is the digested food that has the potential to make you fat. Undigested food cannot possibly be fattening."

The authors also state the following to refute the second tenet: "Enzymes that break down food before absorption must be able to work together. Otherwise, the body could absorb only nutritionally *pure* foods, and hardly any such foods exist."

Also they state: "The statement that enzymes in fruit make hard-to-digest foods less fattening is another divergence from scientific fact. The enzymes in fruit do nothing to help break down food in the stomach and intestines. Enzymes are proteins, and all proteins are broken down in the stomach and intestines. In the stomach, acid uncoils the tangled strands of protein so that the stomach enzymes can start to break down the protein into smaller groups of amino acids. In the intestines, other enzymes break down the groups of amino acids into single ones. The enzymes in the fruit are so completely broken down by then that they have no function other than to supply amino acids that can be absorbed into the bloodstream."

Mirkin and Shore conclude by saying that the Beverly Hills diet is perhaps the worst entry into the diet-fad derby. It flies in the face of all established medical knowledge about nutrition. They recommend that physicians should discourage their patients from going on this diet.

Reference: JAMA, November 1981, 246(19).

PORTABLE AIR CLEANERS

Today's population is sealing their homes to conserve energy, and ventilation is thereby reduced. This may cause the quality of indoor air to deteriorate. Many consumers are attempting to battle this problem by purchasing portable air cleaners. Manufacturers estimate that 700,000 of these units were sold in Canada in 1982.

Several kinds of appliances are advertised as air-cleaning agents. Priced between $20 and $40, portable table-top cleaners are the smallest, least expensive and simplest devices claimed to clean air.

A portable air cleaner is a recirculating device that operates on a fan-and-filter system. The filter is the heart of the air cleaner. It must be replaced regularly, at least every three months if the cleaner is used constantly. The fan pulls air through the small filter, which is typically made up of a deodorizer, one or more fibrous layers and a scent diffuser. All air cleaners on the market are equipped with an odor-reducing agent: either a patented deodorizer, activated charcoal, silica gel or odor–absorbing crystals. The makeup of the fibrous layers, used to trap particles from the air as it is pulled through the filter, varies among the various brands of air cleaners. Some of the fibres commonly used include *polyfoam* and *electrostatically charged fibres*. It is difficult to determine the composition of these entrapment fibres from available promotional material.

Air cleaners operate on household current and can be quite noisy. The consumer should listen to any model they consider purchasing to determine if the noise level is tolerable.

Although air cleaners are classified as medical devices, the federal government does not require any pre-market testing or review. In fact, no standard tests exist to compare performance. Some manufacturers can provide reports comparing their brand to several others, but interpreting the results can pose problems.

If the consumers prime motive is to freshen the air, most portable air cleaners will do the task. However, whether they make the air less toxic and more healthy, less polluted, is still a topic of debate. Most manufacturers do not claim 100% removal of dust, smoke, pollen or odors; instead, they say that their product "helps to remove" these elements.

Reference: Market Spotlight, Alberta Consumer and Corporate Affairs, December 1982.

SELECTING A DOWN GARMENT

Down has become popular amongst consumers in recent years. It is now used by outdoorsmen, as well as for street wear. When selecting a down item or garment, there are a number of purchase guidelines that should be observed:

- Seams should be well sewn and secured to prevent the down from working its way out.
- The garment should be well quilted. Preferably the quilting stitches should run both vertically and horizontally. Quilting helps keep the down in place so it will not bunch up at the bottom of the garment. Quilting lines should be about 8 to 10 inches apart.
- Check the fullness of the quilted areas. The greater the fullness of the quilted squares, the greater will be the insulating quality of the garment.
- The fabric used for the garment or item shell should be very tightly woven, or specially treated to prevent down from working its way out. Nylon is a recommended shell material, while cotton used alone is not recommended for garments that will encounter heavy use. Cotton also absorbs water readily, thereby inhibiting the insulating quality of the garment.
- Be certain that the garment fits properly. It should fit snugly and yet be free enough to allow for movement.
- Be aware of design features. For greatest warmth, the garment should fit snugly at the neck, waist, and wrists to keep warm air in and cold air out. For maximum warmth in a parka, for example, an insulated hood, a storm flap, a drawstring at the waist, handwarmer pockets, and a nylon zipper are recommended.
- Watch for even distribution of down. Down is usually kept in place with sewn-through channels, but sewn-through seams can cause cold spots, especially if the garment or article is understuffed. There are several design innovations that avoid cold spots. They are a sewn-through inner layer of down with an outer shell, off set sewn-through channels, and baffled stitching. These features make the garment warmer, but also are more expensive.

Reference: International Fabricare Institute, 12251 Tech Road, Silver Spring, MD 20904

INVESTMENT INCENTIVES

The Lortie Committee, created by the federal government last June to recommend incentives to boost personal investing, has completed its work. The committee recommends that the government create registered shareholder investment plans, which would base capital gains taxes only on that part of an investment's increased value in excess of the inflation rate. The committee advises that such plans be available for mutual or pooled funds as well as common share purchases. Among the group's other recommendations were that contribution limits to registered retirement savings plans (RRSP's) be raised, that the $1,000 investment income deduction be increased for senior citizens, and that the idea of term deposits indexed for inflation be rejected.

Source: Market Highlights, *Alberta Consumer and Corporate Affairs, December 1982.*

ENTRANT™

Toray Industries of Japan is introducing into the United States market a new waterproof fabric called Entrant™. This innovative new fabric is intended to rival the giant in the breathable fabric field, Gore-Tex. Toray officials state that their product is strikingly different.

The first big difference will be price. Entrant officials say that garments made with their product will cost, on the average, 30% less than items using Gore-Tex. Technical differences are as follows. First, Entrant is a coating rather than a laminate. The coating will be 40 microns thick, and linked to the inside of the fabric in a honeycomb pattern. The pores of the honeycomb pattern will be less than 2 microns in diameter, allowing perspiration and heat to escape through the fabric. These openings, however, are much smaller than water drops, so rain or snow cannot penetrate.

(Continued on page 174)

New Publications and Visuals

Exhibits

Home economists employed in extension offices, classrooms, or in business can all make use of the publication *Exhibits — Design and Production*, produced by the Pennsylvania State University.

The exhibit is a unique form of communication that is growing in popularity. To reach people with a message, an exhibit must be well planned, be visually exciting, yet brief and to the point. The publication includes sections on the following topics: • Visualization — through live objects, models, photographs, projected images, illustrations and graphics. • Design • Attention-getters, such as size, shape and texture • Design tips • Backgrounds • Lettering. The ethics of manning an exhibit are discussed. Criteria for judging an educational exhibit and an appropriate score card are also included. *To receive a copy contact The Pennsylvania State Univeristy, College of Agriculture, Cooperative Extension Service, University Park, Pennsylvania, and request special circular number 273.*

From the Retail Council of Canada

The Retail Council of Canada publishes a newsletter entitled *Canadian Retailer*, monthly. This newsletter would be of interest to home economists in business, and those home economists acting as consultants to others who are in business. Brief articles reflect the changes in legislation, consumer trends, and activities in the marketplace that affect related businesses.

The newsletter also includes an added feature titled From Council's Booklist. The booklist features publications selected by retail experts for Canadian retailers. Titles of interest in the March 1983 booklist are:

- *Getting Money* — is a practical guide for fiancing your business. It lists 115 sources of financing, explains how to generate more working capital for existing businesses and generally how to get money and make it work for you.
- *Getting Started* — takes you step by step through the maze of turning an idea into a successful small business. Existing businesses could benefit from sections on 89 consumer income tax deductions and sources of information for entrepreneurs.
- *How to Make Advertising Work for Your Small Business* — is another in the series of books for small business owners, on effective advertising on a limited budget.
- *Marketing for Small Business* reduces the marketing mystique to an understandable function of retailing. Designed to help independent business owners use marketing to increase sales and profits.

To request the newsletter Canadian Retailer, *or to order any of the books mentioned, contact Retail Council, Publications Department, Suite 212, 214 King Street W., Toronto, Ontario M5H 1K4. If you are desirous to order their books, request an order form first, as members of the Council receive publications at a different price than non-members.*

Food 2 and Food 3

Originally developed by the U.S. Department of Agriculture (USDA), Food 2 and Food 3 have now been published by the American Dietetic Association as an aid to consumers and nutrition professionals. *Food 2* reviews up-to-date facts about weight loss and offers ideas for effective weight control. The 48-page booklet contains low-calorie recipes and costs $ 5.00 per copy plus $2.00 for shipping. *Food 3* offers guidance for those who wish to reduce the levels of total fat, saturated fat, or cholesterol in their diets. The 16-page *Food 3* costs $3.50 a copy plus $2.00 for shipping.

Send orders to the American Dietetic Association, P.O. Box 91403, Chicago, IL 60693. (Please note quoted prices are American funds.)

Active Wear

With today's emphasis on physical fitness, more consumers are desirous of sewing their own active wear outfits. Active wear may be constructed of various types of fabric, depending on the end use of the garment. Swimwear, skating costumes, and bodysuits for exercise and dancing, are often made from two-way stretch fabrics. Alberta Agriculture's clothing and textiles specialists have prepared the publication *Active Wear From Two-Way Stretch Fabrics* to assist consumers in producing these garments. The publication includes brief descriptions of pattern selection techniques, fabric selection criteria, pattern adjustment, and sewing tips. Though the majority of the information in the publication deals with the sewing of swimwear/bodysuits, a separate section deals with converting the basic bodysuit into a skating costume. *To receive a single free copy of Active Wear From Two-Way Stretch Fabrics, contact: Print Media Branch, Alberta Agriculture, 7000 113th Street, Edmonton, Alberta T6H 5T6.*

Consensus

Consensus is published quarterly in English and French by the Standards Council of Canada. Articles included in *Consensus* magazine reflect the opinion and activities of the Standards Council of Canada (SCC). SCC was created by an Act of Parliament in 1970 to foster and promote voluntary standardization in Canada. The SCC is the coordinating focal point of the National Standards System, a federation of independent, autonomous organizations accredited by the SCC in the fields of standards-writing, testing and certification. The SCC has responsibility for Canadian participation in international standardization; it sponsors and supports the Canadian National Committee on the International Organization for Standardization and the Canadian National Committee of the International Electrotechnical Commission, both of which are also part of the National Standards System. Articles from *Consensus* magazine may be reproduced without permission, providing credit is given to *Consensus*. *To obtain a sample copy of Consensus, or to be placed on their mailing list, write Standards Council of Canada, 350 Sparks Street, Ottawa K1R 7S8.*

The Consumer Times

Saskatchewan Consumer and Commercial Affairs prepares *The Consumer Times* on a quarterly basis. Information in this publication reflects the consumer legislation of the Province of Saskatchewan, and the concern of that province's citizens. The Winter 1983 edition of *The Consumer Times* includes information about three resources available from Saskatchewan Consumer and Commercial Affairs. These are:

- *Consumer Law and Small Claims Court*, published in conjunction with Public Legal Education Association of Saskatchewan, a three-part videocassette program (3/4"), is an introduction to contract law and statutory warranties. It shows the purchase of a motorcycle and the owner's repeated attempts to get a break-down repaired. A Consumer Services Officer from Consumer and Commercial Affairs explains the consumer's rights under The Consumer Products Warranties Act. Exercising these rights in Small Claims Court is the final step in resolving the problem. The videocassettes are: It's Your Deal (7 min.), Playing by the Rules (6-1/2 min.) and Now It's in Your Court (13 min.). Background information is included. Copies are available with hand signing for the hearing impaired. (Suitable for high school, self-study and adult groups.)
- *Food . . . of Consuming Interest*, a self-help food shopping kit is designed to provide consumers with information and ideas to assist in getting value for the food dollar. The kit contains activities and fact sheets that will guide consumers through a successful shopping trip with an eye on their pocketbooks. The kit addresses such topic areas as menu planning, Canada's Food Guide, how to use the weekly advertised specials to your advantage, grocery store marketing techniques, label reading, additives, food advertising and methods of monitoring and controlling food expenditures. (Suitable for high school, self-study and adult groups).
- *Advertising* is a self-help advertising kit designed to help consumers understand the influence of advertising upon themselves and their spending habits. The package consists of five sections: The Influence of Advertising, The Techniques of Advertising, Women and Advertising, Children and Advertising and Food Advertising. It includes a *Buyer's Guide* which summarizes how to evaluate advertising and use it to advantage before making a purchase. Consumers, community group leaders and teachers can request either a copy of the whole package or specific sections of interest to them. (Suitable for high school, self-study and adult groups).

To request The Consumer Times or any of the above mentioned resources, contact Consumer Information Center, P.O. Box 3000, Regina, Saskatchewan S4P 3V7.

Energuide Directory 1982

Consumer and Corporate Affairs Canada has prepared and published the 1982 *Energuide Directory*. The new booklet includes energy consumption ratings for major electrical household appliances verified to April 1, 1982. Appliances for which consumption ratings are now available are: refrigerators, freezers, ranges, dishwashers, clothes washers, and clothes dryers.

To receive a personal copy of Energuide Directory 1982, contact your regional office of Consumer and Corporate Affairs Canada.

The Silver Thimble — A Newsletter

Jane Shaner, of McMurray, Pennsylvania, publishes *The Silver Thimble* newsletter monthly. The newsletter features many items of interest to the home sewer. Shaner often chooses a popular pattern from one of the major pattern company's, and gives her experience in working with it, changing it for easier sewing, and adapting it for multi-uses, i.e. a blouse to a dress. Also, she includes some quick, crafty sewing ideas. There are examples of how to make tote bags, designer covered buttons, and scarves. Often an issue includes a feature entitled Keep Up With New Products. In this feature, Jane Shaner reviews the newest product that will make the home sewer's job easier.

Those wishing to subscribe to The Silver Thimble *should contact The Silver Thimble, 311 Valley Brook Road, McMurray, PA 15317. Because of exchange rates on the Canadian dollar and an increasing subscription fee, we suggest that you request a subscription and an invoice statement for the same when ordering.*

CRTC Task Force Report

The publication of *Images of Women*, the CRTC report of the task force on sex-role stereotyping in the broadcast media, makes Canada the first country in the world to formally respond to this problem. One of the results is a commitment from Canadian Association of Broadcasters to establish a committee to act on complaints received from the public about sex-role stereotyping in programming. If you are concerned that a program or a commercial is reinforcing an unacceptable stereotype or is sexist, degrading or demeaning to women, your views should be made known. If your concern involves a program, complain to the sponsoring network or station. For complaints involving commercials, contact: Advertising Advisory Board's Committee on Sex-Role Stereotyping, #305 - 1240 Bay Street, Toronto, Ontario M5R 2A7. ●

A complete copy of the report, *Images of Women*, is available for $3.95 from: *Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec K1A 0S9.*

What's New *(Continued from page 172)*

When Entrant is applied, it will penetrate one-third of the total fabric thickness. In addition, Entrant garments will receive a layer of water repellant, applied at the same time as the Entrant, thereby providing a double-barrier against rain and snow. Entrant officials state that this system will provide protection during heavy rains and continuous water resistance even when the garment is scrubbed or chafed during pouring rain conditions.

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Entrant-treated fabrics come in a variety of materials -from cotton to an assortment of nylon weaves.

Presently, Entrant is being used in Japan for ski wear, mountaineering clothing and water sport clothing. Several European manufacturers are using it for outdoor wear, as well. Some American sportswear firms are testing their prototype models in Entrant, to determine suitability to their product line. ●

Reference: Backpacker, March 1983.

"Membership" Power
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Give the form on this page to a
home economist you know

CONDITIONS OF MEMBERSHIP

MEMBERSHIP CLASSES

There are five classes of membership: active including life, associate, student, reserve and honorary.

ACTIVE MEMBERS

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
   a. a degree in Home Economics from a recognized university or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:
   a. a Home Economics diploma granted by a recognized college or School of Technology after two years of successful study, or
   b. a provincial Home Economics teacher's certificate, or
   c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study, or
   d. training in home economics equivalent to two years of successful study, with continued part-time study towards the completion of a degree in home economics or home economics education.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a **full-time** undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the ACHES convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:
   a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year, April 1 to March 31
   b. home economist employed on an average of less than 10 hours per week
   c. retired

HONORARY MEMBERS

Honorary membership is awarded from time to time to distinguished individuals who have made note worthy contributions to some aspect of the profession of Home Economics who are *not* employed as home economists.

An Honor Award is granted by unanimous vote of the Board of Directors to honor a member for outstanding leadership and service to the Association and/or the profession of Home Economics over a period of years.

Membership is effective for twelve months beginning March 31, June 30, September 30, or December 31.

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Active and Associate members (annual)	65.00	75.00
Life Membership	975.00	1125.00
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Membership includes subscription to the Canadian Home Economics Journal published Spring, Summer, Fall, Winter.

Home Economics graduates from Canadian universities for the year of graduation with their qualifying degree may become members of the Association at a fee which is one-half the current active/associate membership fee.

CANADIAN HOME ECONOMICS ASSOCIATION
L'ASSOCIATION CANADIENNE D'ECONOMIE FAMILIALE
805-151 rue Slater Street, Ottawa, Ontario K1P 5H3 (613) 238-8817/238-8819

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Letter to the Editor

If you have a short statement you would like to make, an opinion you want known, or added information to supplement points raised or statements made in past articles, you are encouraged to write a **"letter to the editor."** *Such letters let us know of your interests and help to promote discussion among members.*

If you are interested in **reviewing a book** please contact the BOOK REVIEW EDITOR stating your area of interest. A complimentary book which may be kept will be sent to you for review

---

Deadline for submission of articles or items for the **Fall 1983** issue of the CHEJ is **July 15, 1983** and for the **Winter 1984** issue of the CHEJ is **October 15, 1983.** Submissions for the Winter issue should be sent to
Margaret Morton,
Faculty of Human Ecology,
University of Manitoba R3T 2N2

CANADIAN HOME ECONOMICS ASSOCIATION
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☐ If you wish to become active in CHEA, check here/Si vous désvez participer activement à l'ACEF, cochez:

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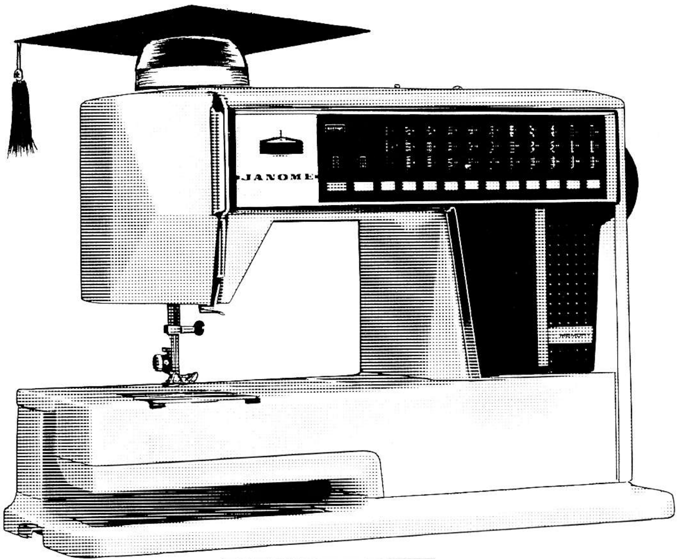

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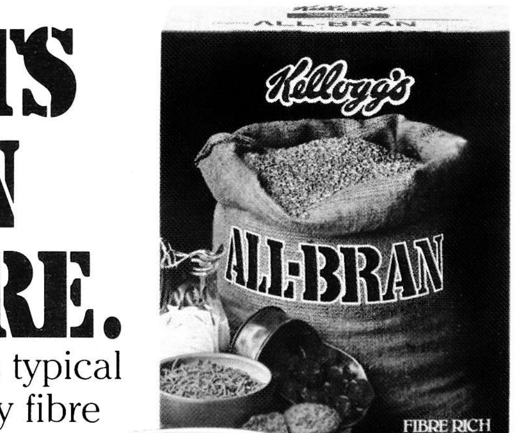
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